

BUSINESS EDUCATION WORLD

February 1955



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Making the Most of Your Typing Classroom PAGE 16

How to Spell and Pronounce Shorthand Characters PAGE 20



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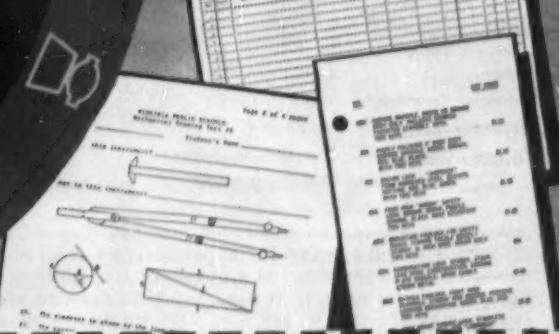
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VOLUME 35, NUMBER 6

FEBRUARY 1955

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LETTERS

MORE ON "IS TEACHING A PROFESSION?"

To the Editor:

I am a business-education teacher and have been for the past ten years. Certainly we all have our gripes, but the article entitled "Is Teaching a Profession?" by J. Milnor Dorey . . . in the November BEW, sums up my feelings better than I could have done.

No doubt many teachers (but probably no administrators) heartily concur with Mr. Dorey's well-written appraisal of our "profession." I have had numerous teaching colleagues read the article and have had none disagree with it. Some of these people have taught as few as three years, while some have taught over forty years.

. . . I feel sure that he [Mr. Dorey] would like to know that he has plenty of support in his views, and I for one would like to say—"Them's my sentiments exactly!"

NORMAN L. DARROW
Terre Haute, Indiana

To the Editor:

Would it be possible for me . . . to have 250 reprints of Milnor Dorey's article, "Is Teaching a Profession?" in the November issue? . . .

GLADYS BROWNING CURTIS
Lawrence High School
Falmouth, Massachusetts

Editorial Reprints Now Available

Two outstanding articles that aroused widespread interest when first published in BUSINESS EDUCATION WORLD are now available in special reprint form:

"IS TEACHING A PROFESSION?" by J. Milnor Dorey, November, 1954. Price: 5 cents a copy, up to 50 copies; discount prices for quantity.

"MIMEOGRAPH DUPLICATION—A SCALE FOR RATING PERFORMANCE," by Abraham Kroll, June, 1953. Price: 10 cents a copy, up to 25 copies; discount prices for quantity.

Order from: Reprint Dept., BUSINESS EDUCATION WORLD, 330 West 42 Street, New York 36, New York.

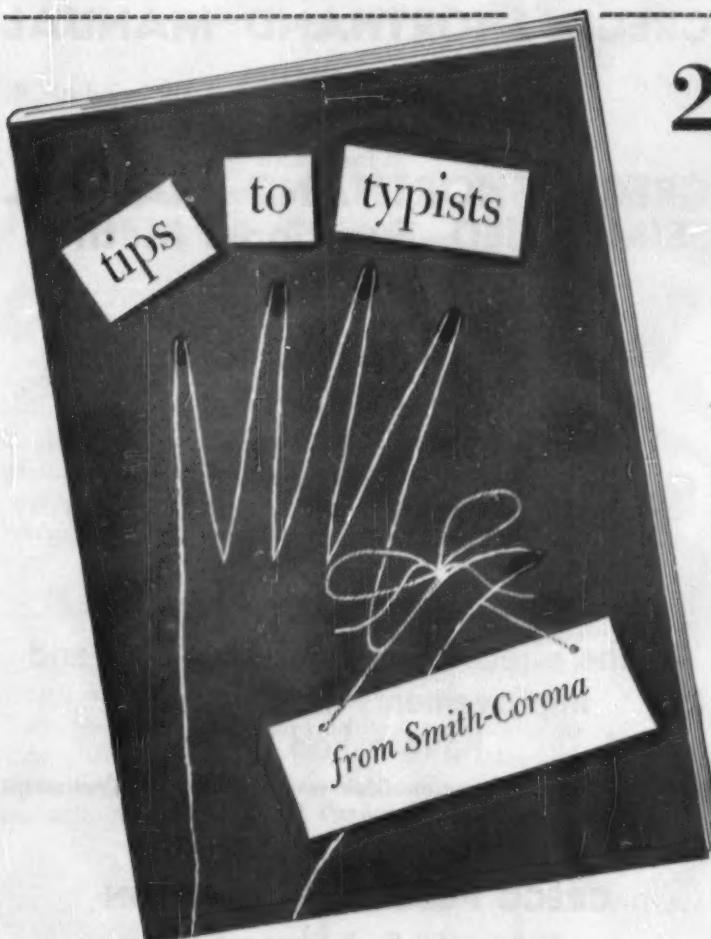
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BUSINESS EDUCATION WORLD

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- Friden has created the first adding machine to fit the human hand — the first keyboard granted a patent in many years
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Actual items you enter on keyboard appear in this Check Window *before* they are printed or added. Note, too, how Clear Signal prints automatically on tape with the first item following a total... also how True Credit Balance prints without extra motor operations or pre-setting!



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BUSINESS SCENE

1955 Economic Forecast

The National Industrial Conference Board has again rounded up a group of economic experts from business, government, and the universities to make its annual predictions about the coming year.

This year's 16-man Economic Forum has produced the most detailed and comprehensive forecast yet made about 1955. Like most other surveys, it is optimistic—warily so, but optimistic nonetheless.

Each expert was asked to provide two predictions—one for his own particular branch of the economy and another for the economy as a whole. Most experts were more optimistic about their own individual areas than they were about the whole economic picture. Estimates of over-all activity indicated that 1955 will bring only a slight improvement over this year's levels; but the sum of the individual estimates is that next year's activity may well top the bumper year of 1953.

The more optimistic estimates predicted a three to four per cent rise in gross national product, which would mean an average of about \$367-billion; a six to seven per cent hike in the Federal Reserve's industrial production index, and a one-million rise in employment together with a drop in unemployment to just under the three-million mark.

Military Power Revised

The Eisenhower Administration's "new look" policy on military power has come to its end. The United States new concept of armed strength has a 50-Year Look.

Steadier business will result from this change, and military spending will level off at around \$33-billion a year. Airplane production and naval shipbuilding will continue at an increased pace, but the demand for personnel-maintenance equipment will drop with the reduction of the number of personnel who remain on active duty.

Long-range bombers and super-carriers will have first priority. Continental-defense warning devices are being expanded to guard U. S. industry. Though the armed forces will be

reduced from 3.2 million to 2.8 million men by the summer of 1956, a 5-million-man training reserve will be developed.

Caution on Credit

The nation's money managers have signalled a change in monetary policy. The Federal Reserve Board dropped the word "active" from the term "active ease" it has been using to describe its policy of keeping the banking system supplied with almost unlimited reserves of credit.

The Board will put its new policy into effect chiefly by refusing to take active steps to increase the supply of credit. The result will be that borrowers will find it a little harder to get loans, and they will pay higher interest rates for what they do borrow.

By its action the Federal Reserve is reflecting the view that the current revival in business is not a false alarm, but a real recovery. It feels that the economy no longer needs unlimited credit in order to continue its recovery and that a continuation of active ease might actually encourage inflation.

Foreign Policy Advisor

Nelson A. Rockefeller has joined President Eisenhower's White House team as an advisor on all phases of United States foreign policy.

Rockefeller will be in foreign affairs what Eisenhower's assistant, Sherman Adams, is in domestic affairs. He is responsible for the whole field of foreign policy—political, military, economic, and propagandist.

The Rockefeller appointment means Eisenhower is assuming more and more responsibility for the direction of U.S. foreign policy. Rockefeller will become the President's eyes and ears in the whole foreign policy field. His responsibility for keeping Eisenhower informed is even wider than that which Secretary of State John Foster Dulles has. He will also keep straight policy lines between the State, Treasury, Defense, and other departments.

The appointment coincides with the new White House policy on winning the East-West struggle through economic aid to underdeveloped countries.

What typewriters did you teach on today?

It would take no crystal ball or a consultation with the mathematics department to answer:

"Chances are the greater part of them were Royals."

Royals have the reputation of being easier to teach on and easier to learn on.

A Perfect Tool of Learning

The reason is not hard to find. Royals have always been built with the teacher's and the pupil's needs in mind. They are, therefore, the Number 1 typewriters in schools.

It follows that the pupils you graduate take with them into the business world a decided preference for Royals. They are also the Number 1 typewriters in the business world.

Being so closely meshed with the needs of business, you are also probably aware that *electric* type-

writers have come strongly to the fore, especially within the past five years.

Twin Skills Now Needed

You have undoubtedly decided that your pupils are not ready for business until they have the twin vocational skills of being able to operate both manuals and electrics.

Does it not seem wise to have Royal Electrics in your classroom as well as Royal Standards?

The new Royal Electric has features that hasten the learning of initial techniques. Teaching is made easier and more rewarding for you. How about asking for a free demonstration? Why not send in the coupon below?

CLIP COUPON

Royal Typewriter Company
School Dept., 2 Park Ave., New York 16, N. Y.

Please have a School Representative arrange for a demonstration of the new Royal Electric Typewriter new Royal Standard Typewriter without obligation.

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School _____

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The Men Who Buy These Burroughs Business Machines . . .

(and they buy them by the thousands!)

ARE LOOKING FOR BURROUGHS-TRAINED GRADUATES TO OPERATE THEM



According to these businessmen—and they're in the best position to know—the supply of Burroughs-trained operators barely keeps up with demand. Seems that they're buying these machines faster than the schools can produce operators.

For you, that should be a tip-off—that when you train your students on Burroughs basic business machines you automatically give them an educational bonus that will help them find employment quickly.

BEST FOR BUSINESS—AND IDEALLY SUITED FOR CLASSROOM USE

Beyond the training advantage, beyond giving your students a big edge over "competition," the use of Burroughs machines in classrooms is a *sound investment*. They're simply designed and easy to use, so that

your students will like them. (And that makes any teaching job easier.) What's more, they're the most rugged machines you can buy—so that, even in classroom use, maintenance cost will be remarkably low.

For complete information, call the nearest Burroughs branch. Or write to the address below.

ADDITIONAL TRAINING AIDS AVAILABLE

Burroughs has prepared many helpful training aids, based on long experience with office methods and procedures, to assist teachers in planning instruction.

Burroughs textbooks, practice work forms, and other materials are available to both public and private schools. Just call your local Burroughs representative, or write Burroughs Corporation, Detroit 32, Michigan.

WHEREVER THERE'S BUSINESS THERE'S

Burroughs





THE SHORTHAND-BOOKKEEPING ROOM at Chester (S.C.) Senior High leads through the connecting work area into the typewriting classroom. Behind the curtained window at the right is the business-machines room.

modern planning *IN A SOUTH CAROLINA SCHOOL*



ELEANOR PATRICK
Chester School Department, Chester, S.C.

THE PRIDE OF CHESTER, SOUTH CAROLINA (pop. 7,000), is its new half-million dollar senior high school. The one-story brick building opened its doors this fall to an enrollment of 450 students.

From the moment he ducks under the covered walkway that protects him on rainy mornings, the Chester student enjoys the most modern facilities in today's school systems. The business education department, which is located in the east wing of the building, contains the latest models in office equipment and bright, comfortable classrooms.

Designed by Eleanor Patrick, a former instructor, this department includes an office, typewriting classroom, business-machines room, bookkeeping-shorthand classroom, and a connecting work area. Miss Patrick, now administrative assistant of the City of Chester School Department, sketched the original plan.

The department office is glass partitioned to provide a full view of the three classrooms. The small room contains the department head's desk, a file, and over fifty square feet of book shelves. It occupies a corner of the typing classroom.

The work area connects into all classrooms. It is located between the

typing room and the bookkeeping room, and faces the small business-machines room. The area contains a sink, a coat closet, and twenty-six square feet of shelf space.

Classroom Layout

The large typewriting classroom has facilities for thirty-four students. *Adjust-eze* typewriting desks and *Coco* posture chairs provide ideal student comfort. The thirty-four *Royal* typewriters are all less than five years old. Sixteen of them have pica type and eighteen elite type. Two of the typewriters are electric.

The room has twenty-four square feet of green chalkboard and twenty-eight of cork bulletin board. There is 145 cubic feet of adjustable shelving storage space. A *Karlo* demonstration stand is used by the typing instructor.

The large bookkeeping-shorthand classroom also handles thirty-four students. Each pupil is equipped with a small desk (20 x 36 inches) of light oak construction that has three drawers on the right-hand side (with standard desk divisions), a writing board, and a knee-hole space. Both the desks and the *Thonet* chairs are equipped with steel glides.

The room contains twenty-eight square feet of chalkboard space, which is lined in white for shorthand instruction. There are fourteen square feet of cork bulletin board.

The small business-machines room in the center is glass partitioned on all sides, with draw drapes that can furnish privacy. This room can be used simultaneously as a laboratory for the bookkeeping class or the secretarial-practice class.

The room furniture includes six light oak stools, a long jack-knife type

work table, and five small oak tables. Machines available for student use are a manual *A. B. Dick* mimeograph machine, a *Marchant* electric calculator, a *Burroughs* electric posting machine, one *Allen Wales* and one *Victor* manual adding machine, a *Burroughs* electric adding machine, a *Burroughs* electric bookkeeping machine, a *Burroughs* manual comptometer, and an *A. B. Dick* mimeoscope. The older equipment here will soon be replaced by the latest-type models.

Each room of the department follows a decor of light oak doors, seafoam green walls, and marbleized tan tile floors. Lighting is provided by fluorescent-tube slim-line lamps and three-ring silver-bowl lamps. Glass blocks above the windows allow the entry of additional light through the southern exposure of the classrooms. The ceilings are lined with foot-square random perforated squares for ideal acoustics.

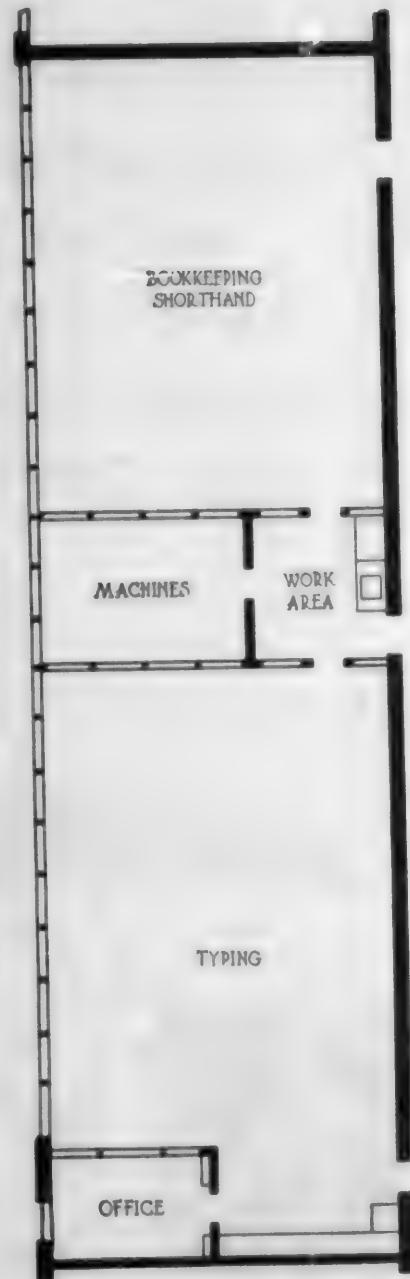
A ventilator heating system serves the entire building. Each room contains a temperature control unit. The air is circulated by fresh air intake and exhaust fans. The fans exhaust stale air through grills in the ceiling. Exhaust ducts run through the attic.

Chester Senior High offers eight courses in its business-education program. They are Beginning and Advanced Typewriting, Beginning and Advanced Shorthand, Bookkeeping, Secretarial Practice, General Business, and Business Law.

Three instructors, Nancy Nelson, Beth Blalock, and Maud Bigham handle the courses, which are given in grades ten through twelve. The department graduates 35 in an average year and has a total enrollment of approximately 150 students.



ORDINARY CLASSROOMS in Chester (S.C.) High feature chair-desks, bowl-lamps.





THE BUSINESS Education Department of Chester Senior High School (see floor plan at left) occupies 2,100 square feet of the one-story, half-million-dollar building. The bookkeeping and shorthand classroom (above) contains oak desks and chairs designed for comfort. Curtains in the business machines room (right), may be drawn to avoid distraction between classrooms. Like the other rooms, the typewriting classroom (below) enjoys a southern exposure and modern lighting equipment. The two large classrooms each seat 34 students.



SOLVE YOUR GRADING PROBLEMS

with the . . .

TEST FOLDER

ANALYSIS FOLDER

RUTH GAVIN, City College, San Francisco, California

WE ALL ENJOY TEACHING, but what about grading papers and recording the grades? If the paper load is too heavy, our work becomes a burden, rather than a pleasure. But, if we do not grade a sufficient number of papers, can we be sure we are doing all we can for the class and the individual student?

With large transcription classes, instructors do not have the time to correct all the material that students consider mailable. Papers have to be read more carefully to determine whether substitutions or punctuation affect the mailability.

To be fair to the conscientious student, a certain number of papers must be graded. My experience has been that the careful student will always find more of his errors than will the careless student. So it is unwise to place too much emphasis on the mailable letters that have been checked only by students.

Folders for Records

After papers are graded, the grades must be recorded. In a large class this is time consuming. We use a system that has advantages for both instructor and student. At the beginning of the semester each student prepares a Test Folder and an Analysis Folder, in which to record all his transcribed work.

The material graded by the instructor, such as one- to five-minute letters, is kept in the Test Folder. The papers are recorded according to date and grade.

All other transcribed material is placed in the Analysis Folder. Letters are checked and recorded according to date and the type of errors made—transcription, punctuation, spelling,

etc. At the end of each mid-term period, errors are totaled. Each day's work must be accounted for, and the student knows, when preparing his folders, that he will be graded on his ability to follow directions and to record neatly and accurately.

Checking of Papers

The student lists the type of errors. All misspelled words are corrected on the page on which they occur. The student indicates in shorthand on each letter whether the placement, carbon copy, and envelope are acceptable, whether his shorthand notes are cancelled, and whether the type is clean.

Twice a week, ten minutes of the dictation period is used for checking papers. On other days, the last ten minutes of the transcription period is used.

Dictation rates are increased each week. Test material is dictated at ten words a minute slower than the material which is placed in the Analysis Folder.

To allow for individual differences, each day's dictation is given at two or three speeds, and a sufficient number of letters is dictated so that even the best students will be busy the entire hour. Each student is responsible for a minimum number of letters each day; a bonus is given for additional letters.

Grading

Letterheads are used for all test letters. One- to three-minute letters are graded on the basis of mailability. The student's grading sheets indicate the type of errors that classify a letter as "B" or "C" (mailable). The five-minute letters and manuscripts

are graded on accuracy and the rate of transcription.

All spelling errors are corrected on the papers and entered in the folder. The student has his own spelling list for the entire semester.

At the end of the mid-term period, the student averages his grades in the Test Folder. All his work is before him, and he sees clearly what progress he has made. The problem of grading is minimized because the individual can see just what he will deserve.

When the folders are returned, the instructor discusses with each student methods for improving his work.

At mid-term the instructor checks the recorded papers and transfers the grades to the record book. Because the student knows he will be judged on his ability to follow directions and to record accurately and neatly, the folders can be checked quickly. Missing papers are given an "F" grade, but my experience has been that papers are seldom missing.

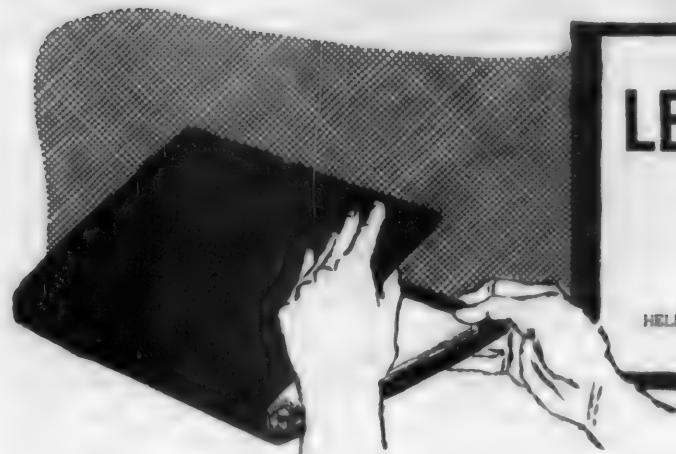
In the Analysis Folder, as in the Test Folder, the student has his mid-term work before him. From the recorded errors, the instructor can tell the student's weaknesses at a glance. If there are too many transcription errors, the dictation may be too fast for that student or he may be weak in shorthand theory. Too many spelling or typographical errors indicate the need for more concentration on spelling and better proofreading.

Helping the Individual Student

When the students are transcribing material to be graded, they should not be interrupted or given help. On the days when they are transcribing Analysis letters, the instructor has an opportunity to discuss individual problems with the students.

On these days, students may ask for help in reading their notes. The most satisfactory way is to work with each student individually. The less imaginative ones, and the ones with the poorest vocabularies, have the greatest difficulty. The instructor should "sort out" his students and give help where it is most needed.

It is, as already stated, impossible to grade all papers. However, by using the Test Folder, which contains the papers graded by the instructor, and the Analysis Folder, which contains the papers corrected by the students, it is possible to set up a check that is not difficult for the instructor and is in itself a teaching technique.



"IT NEVER FAILS," you say. "Just when somebody tries to get by without a lesson plan, that's the day the supervisor, the critique teacher, the board member, or the PTA visiting committee drops in."

"What I can't see," says Jean, the

student teacher, "is how anybody ever has time enough to make all those lesson plans. It seems to take me hours to prepare just one. Do all teachers—good teachers, I mean—write out lesson plans for each day's work? I don't remember seeing such

elaborate plans as I'm required to make lying around on any experienced teacher's desk."

She fixes you with an accusing eye, then adds hastily, "When you get to be good, what happens—do you just skip them altogether?"

"How much should a teacher plan?" . . .

. . . is a question that requires a bit of careful answering.

"Good teachers plan lessons, Jean," you say, "whether they are student or cadet teachers, beginning teachers, or aged-in-work ones. In fact, the more experienced teacher probably spends more time in planning than the beginner—but her method of attack is different. It's likely that she spends a greater percentage of her time in long-range, over-all unit, term, and yearly planning than she does on daily techniques and procedures. If she spends several days, or even weeks, on the over-all layout of a unit of work, she can reduce greatly the time spent on each day's planning—because of this advance work, and because she is an experienced teacher. With her master plan mapped out so clearly, her written plan for each day may be a bare skeleton. But not always. The detail will vary with the material and the procedure."

"You mean," says Jean hopefully, "that some day I can get to the stage

where I don't have to write down my plans in such great detail? If I try to do it now, I'm sure to leave out something terrifically important."

"That's what I mean," you say. "You see, Jean, any lesson plan is a guide for the particular teacher using it. It's like—well, like the difference between a skeleton recipe that an experienced cook might have success with, but that an inexperienced cook might botch up horribly because it left out all the details of procedure."

Jean is interested. "Go on, please," she says.

"Well, an experienced cook would have no trouble at all with a pudding recipe that called for 1 cup of sugar, 1/3 cup of cornstarch, 2 cups of milk, and 3 tablespoons of cocoa. You don't have to tell her what to do with it. She knows from experience that the quick, easy way to mix it without getting involved in a hopelessly lumpy mess is to combine the dry ingredients first. Then she slowly adds the liquid, a little at a time, beating after each

addition until the mixture is smooth. And she has sense enough to add a pinch of salt, a teaspoon of vanilla—both of which the recipe forgot to mention. In fact, she probably throws in a dash of cinnamon because she knows from experience that that helps bring out the chocolate flavor. Or she may make that teaspoon of vanilla half lemon extract—because, again, she knows from experience that half vanilla, half lemon, when added to the chocolate, gives a delicious zip to the flavor. She doesn't have to be told how long to cook it, either. She knows!"

"But give that same list of ingredients to a beginning cook," you go on, "and what happens? With no directions as to how to proceed step by step, she probably dumps the dry ingredients into the milk all at one fell swoop, and gets one terrible lumpy mess that can't be de-lumped or mixed smoothly."

"You know," Jean says, "that's an awfully good simile—comparing be-



ginning and experienced cooks to beginning and experienced teachers. The beginning teachers need to know not only the ingredients of each day's lesson, but also the details of putting them together to end up with good cooking—I mean results. A good lesson plan for a beginner will include both ingredients and directions."

"I suppose if I can just find the necessary ingredients, the right proportions, and the directions for mixing, I'll be all set, won't I?" says Jean, whose fancy is obviously caught by the idea. "Have you got any magic formula or recipe for the perfect lesson plan that you could slip me?"

"No more than I have a magic formula for all the wonderful things

there are to cook," you reply. "Lesson plans are like recipes in that way, too. What makes one delicious might be horrible in another—even in regard to procedure. For example, you beat and beat and beat a butter-cake mixture, but you practically toss muffin ingredients together. You want muffin batter to be slightly lumpy when you pour it into the tins. It all depends on what you are trying to turn out, as well as what you are dealing with."

You pick up the card that is lying on top of the stack of notes. "This I do believe, Jean," you say, handing the card to her. "I haven't the remotest idea where I copied that from, but I believe what it says there."

Jean reads it:

"Lesson planning is in its highest form when it is a constant process in the mind of the teacher who is moving toward clearly defined goals . . . It is in its lowest form when it attempts merely to set down so many rigid facts for Mon., Tues., Wed., Thurs., Fri., in neat outline form to be given back by the pupil at the end of the term in written examination."

"But that doesn't mean you shouldn't write down anything," you remind her. "Keep reminding yourself that detailed planning now is training for ability to make and use abbreviated plans later. We'll talk about those after a while. Right now, let's go on with what goes into a good lesson plan."

What you put into a good lesson plan may vary . . .

. . . but some factors are constant. You tell Jean, "Even though no two may be exactly alike, there are some basic things to know about lesson planning. You've got to know your—"

"Purpose," finishes Jean, laughing. "I've been around you long enough to finish that one. You start everything with, 'Have a purpose'. Purpose is just about the Number One ingredient of any lesson plan, isn't it?"

You nod agreement. "And, as a beginning teacher, you'll find that it's not a bad idea to write it down in words. If you can write it down, you've defined it clearly in your own thinking."

You go on. "Your purpose isn't going to be too important unless it

is geared to meet some particular needs of your boys and girls—preferably immediate needs rather than remote ones. Otherwise, your lesson probably won't be too effective, no matter how detailed your planning may be."

"Yes," says Jean, "and I've learned that a lesson plan should have a title, plus a statement of what is going to happen—at least, what you expect to happen—and the procedures you expect to follow."

"There should be a brief statement of the subject matter the teacher will need in carrying on the lesson," you remind her.

"Another thing," says Jean. "Beginning teachers should make refer-

ence in their plans to the illustrative materials and references they intend to use or indicate. Last week, I had the most beautiful supplementary chart all worked out to help put my explanation across in bookkeeping, and I completely forgot to use it."

"In a nutshell, Jean," you say, "you can cover what goes into lesson planning in these four words: *preparation, presentation, application, and testing*."

"One final thing to include in your plan, Jean, is a spot where you record what actually *did* happen. Keep it very, very brief—for instance, 'Explanation was too involved,' or 'Tried to cover entirely too much in one day,' or 'This device really worked.' Such things help in future planning."

The values of lesson planning . . .

. . . begin to become clear to Jean. "A lesson plan is really a tool, isn't it?" she says. "It's a sort of personalized tool made to fit just you, the way you might get skates or golf clubs made just for you. What might work best for one person might not be

just right for another to use. Isn't that the idea?"

"Right," you say. "And if it is a good lesson plan, it will probably help you do these things. (You fish out another card from the folder and hand it to her.)

"'A good lesson plan,'" Jean reads, "'should:'

- Aid the teacher in thinking through a problem.
- Assist in securing adequate and definite preparation for the lesson.
- Give the teacher a feeling of



self-assurance, security, and poise.

- Provide her with opportunity to develop initiative and resourcefulness in using instructional materials.
- Assist her in harmonizing her teaching with the best in philosophy and theory.
- Aid in adjusting the class work to the ability and interests of pupils.

- Help in evaluating subject matter, methods, processes, materials.
- Aid in selection of what shall be taught out of all that is available.
- Help to make best use of time.
- Help the teacher see the relation of each unit to the whole of the work.
- Aid in gaining freedom from slavish adherence to the textbook."

Jean pauses. "I think I'd better copy that down for my notes."

"Then let's add a couple more," you say. "With well-planned lessons, teachers and pupils will be thinking in the same terms, and a lot of confusion will be eliminated. Also, teachers can teach up-to-date information much better with good lesson plans."

Shortcuts used by experienced teachers . . .

. . . are not the result of any magic formula, you assure Jean.

"Those shortcuts of experienced teachers that we were talking about a moment ago, Jean, are often just added ability to make use of 'helps' that have already been prepared. Overlooking them means duplication.

"First among those prepared helps are good basic textbooks. Next, I think, would come the accompanying teachers' manuals; then state courses of study. The degree to which each of these ready-made helps is of value in lesson planning will vary with the subject, the book, and the teacher. But in certain areas there are textbooks that constitute a series of well-planned, carefully unified lessons in themselves. The accompanying teachers' manuals supplement these plans. Textbooks and teachers' manuals like these are especially helpful to beginning teachers because they make available to them the thinking of experienced teachers and authorities in the field.

"State courses of study are often filled with suggestions for activities and evaluation, with materials and bibliography. The experienced teacher utilizes all these ready-made helps.

"Another shortcut of many experienced teachers is effective long-range planning, which we've already mentioned. A teacher may have her semester or yearly plans well worked out, perhaps in the form of a *lesson calendar*. In that way, she is more likely to reach her objective. She formulates

her large unit plans before she tackles the daily ones.

"The beginning teacher is likely to lose proper perspective and tackle daily units first. The experienced teacher usually has some large unit plan that is basic, even though it may vary according to the work.

Here's one type of large unit plan that you can find in a modified form in almost any material on unit planning. My note in the corner says, 'Adapted from half a dozen sources.'

• Central idea to be developed in statement form. This includes the objectives for the unit, both general and specific:

- Possible approaches to the unit
- Major problems—the outline of the subject matter of the unit, the statement of minor problems
- Activities of the unit
- Correlation with other subjects of the curriculum
- Test on unit
- Desired outcomes in terms of knowledges, skills, abilities, appreciations

• Materials used
• Bibliography
"Still another shortcut of the experienced teacher is one we've already talked about—the ability to use skeletal outlines. The beginner must fill in outlines completely.

"Many experienced teachers prefer file cards to plan books for lesson plans. They are easily arranged and handled, easily filed or discarded. They are simple to use in class. For

example, if you want to include a game or short quiz in the day's activities, it's easy to hold the card with the game or questions in your hand. And cards are just about the most flexible medium possible for adding or deleting.

"Some teachers required to use a standardized plan book or form devise their own series of quick symbols, such as RW (Review Work), Lib (Library Reading), and so forth."

"One thing still bothers me," says Jean. "How far should I go in planning, and how much of it should the students do?"

"That's one of the major issues in education today, Jean. You can find good teachers with opinions at both extremes and in the middle. I know it sounds as though I'm evading the issue, but there doesn't seem to be any hard-and-fast answer.

"Some educators hold that democratic planning should be done most largely in certain core subjects, and to a much smaller degree in specialized areas where the main purpose actually is to master a skill. There are others who believe that democratic planning should be carried on to the same degree in all subjects.

"You'll have to ask yourself each time, Jean, 'What are our objectives in this particular unit of work? What sort of planning will best achieve them? That's the only way you can get an answer that means anything. You may not always be right, but at least you'll be on the right track.'"



MAKING THE MOST of your typing classroom

ALAN C. LLOYD, Editorial Consultant to BUSINESS EDUCATION WORLD

IT HAS NEVER been my privilege to teach in a school that had an oil well, gold mine, or other financial heritage that made possible everything for which a typing teacher might wistfully yearn.

But it has been my privilege to know scores of teachers who, by adroit classroom management, have won superior results in classrooms with very ordinary facilities, or satisfactory results in classrooms that were most inadequate.

Some of their plans and procedures have proved so effective that they merit reporting for all who would like to, or must, "make the most" of present facilities.

Pairing Your Students

One factor has emerged as basic: each student should have someone seated fairly close to him. There is something helpful, reassuring, yet challenging in the sound of typing near by. We keep going, working as though the seconds were precious, because our teammate is rattling along and because we don't want him to know that we are in distress, or lost, or dawdling.

When two students are together, they will help one another a great deal, overcoming the familiar "What page was that?" and similar interruptions to class instruction.

But note: it is important, too, that the two type at about the same gross speed. There should not be a difference of more than 4 or 5 wpm. If one is much faster than the other, the slower one will be discouraged; moreover, he will lean off balance in recoil

to the louder clatter and in self-defense to discern the sound of his own machine.

(*Corollary:* Never put a student between two others. The one in the middle will lean away from whichever adjacent machine is noisier, and he probably will be unable to hear his machine's bell. Besides, while we can spare the instants in which two students compare performance, we cannot spare the minutes it takes three students to check up on one another.)

If the two do type at about the same rate, they will inevitably begin to pace one another, to compete, to compare; they will give one another more sustained motivation than will the cleverest game ever invented.

Because pairing is basic, it becomes the key factor in:

Good Classroom Arrangement

The room arrangement controls the learning conditions, working habits, teaching procedures, and the waste or savings of class time, each of which has a pronounced effect on the accomplishment of any class.

The tables seem best in paired rows, with aisles of 30 inches.

The windows should be at the students' right (the reverse of what is normal in other classrooms) so that the natural light will fall directly on the textbooks, without shadow. Second choice: windows behind the students. If neither arrangement is possible, then you ought to have, must have, fluorescent lights. No typist can face a window; the glare blurs the book, causes eyestrain, results in head-

aches, in addition to extra errors.

A chalkboard should cross the front of the room, wall to wall. Also in the front of the room should be a keyboard wall chart, possibly mounted on a window-blind or map roller so that it may be raised and lowered. There should be a movable demonstration stand. [Doctor Lloyd's article here next month describes how to use these front-of-the-room facilities.—Editor]

The teacher's desk traditionally has been in the front of the room; but many experienced typing teachers will affirm that moving the desk to the rear reduces misbehavior. Students often behave better when they're not quite sure where the teacher is.

As much space as possible should be available for display. Ideal: the new-style cork boards, trimmed with neat aluminum. But, lacking them, teachers make many improvisations, such as panels of sheetrock on which materials may be thumbtacked. Or a panel of Beaverboard on which things may be taped. Or a series of plywood boards, hinged like a giant book. Or panels of heavy cardboard, painted or masked and equipped with eyelets so that the panels may hang from hooks. Or tight strands of wire from which displays may be hung on tiny clamp hooks.

But the most dynamic factor is:

Seating Your Students

Every teacher knows that any student who cannot see or hear well must be up front (B, in the chart) lest the teacher's directions, chalkboard work, and demonstrations be but mysteries

to him. But there are other elements that are often overlooked. As:

1. Shy students, who are flustered by attention, and torpid students, who need constant urging, should be seated next to the outside aisles (C and D, in the chart) where they can be aided very casually and very often, but quite unostentatiously.

2. Put a pair of your best and most handsome typists—they can include repeaters—by each classroom door (E, in the chart), where they can act as receptionists to visitors or interceptionists to intruders (and where, by the

lighted "up front" where every attention, no matter how helpful, is embarrassing.

Pupils have many individual differences; discerning teachers find ways to apply the differences for the welfare and efficiency both of individuals and of the class. One keynote for personal welfare is:

The Height of Tables

There are two basic reasons why the height of the tables on which machines rest matters keenly.

One is the obvious fact that students come in all shapes and sizes. Moreover, the average high school student will grow an inch taller each year he is in class.

The second is the well-known fact that the height of the machine has a pronounced effect on speed, on productivity, and especially on accuracy. One reason why typing students are, almost universally, much too inaccurate is the simple fact that their machines are, almost universally, much too low. The slope of the forearm should be about the same as that of the keyboard.

A quick guide: with a student's fingers on the home keys, lay a yardstick across his arms, up by his elbows. His fingertips should be two or three inches higher than the stick, for a manual machine; or on a level, for an electric.

Ideally, every classroom should be equipped with tables that are instantly adjustable in height. There are three practical makes on the market: Type A (in the illustration), has an "elevator" that can be raised or lowered by turning a knob. Type B has legs that stretch or retract at the turn of a knob under the top of the table. Type C has

a "well" lined with wood strips that serve as supports for a strong, removable tray on which the typewriter is placed.

Lacking funds to buy such fine tables but having some money to invest in new ones, the teacher can at least buy tables of different heights. A minimum diversification would be to have 20 per cent of the tables 27 inches high; 60 per cent, 29 inches high; and 20 per cent, 30 or 31 inches high. In view of the suggestions for seating students in various parts of the room, it is not practical to have all the high tables in the back; rather, the tables should "bank up" somewhat like an amphitheater, with the "low spot" at the front of the second or third row from the door.

Teachers who cannot buy new tables still have recourse to adapting their present tables by putting "boosters" (Illustration D) under the legs at each end of each table or "boots" (Illustration E) on each leg. Your building custodian will prefer the latter, since sweeping is difficult when "boosters" are used.

Worth noting: Tables should be rigid and individual. When more than one machine is on a table, the vibration of each machine loosens the working parts of the others, causing all to skip. Many a student is accused of poor spacebar technique when the real fault is a wobbly or dual table.

Speaking of tables brings up:

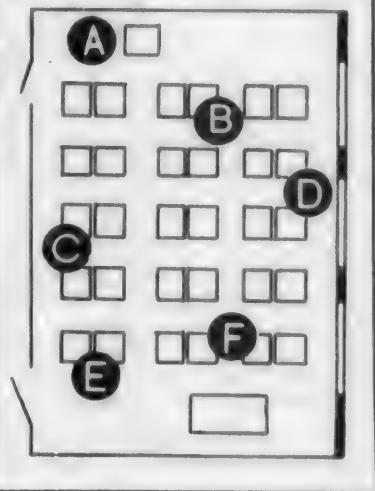
Your Typewriting Chairs

Ideally, every typing student is entitled to a posture chair, or at least to one of the new chairs designed for typing rooms—the seats are instantly adjustable in height, but the backs are stationary.

The seat should be high enough for firm support of the thigh, with heels squarely on the floor. The reasons for adjustable-height tables, or at least for varied-height tables, obviously apply to chairs. There should be metal gliders, not casters, on the chairs; casters permit the chair to roll back at the student types.

The height of your chairs, if you purchase new ones or adapt present ones, will vary from 16 (few) to 18 (most) to 20 (two or three) inches high. Try also to have two or three spare chairs that, like stools, have no back supports; they are for use by

CLASSROOM ARRANGEMENT

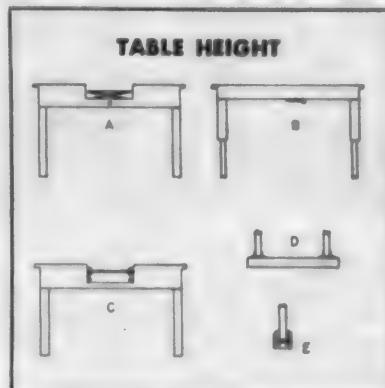


way, they make a fine impression on anyone who happens to look in).

3. Young teachers may put loud students up front, "under my eye." Experienced teachers know better: they deprive the extroverts of an audience by parking them in the back of the room (F, in the chart).

4. Seat a squad of bright students well forward, near the front door, where you can have one or pairs of them demonstrate minor techniques, ask them to type chores from the office, or easily dispatch them on errands—with minimum disruption.

5. Students who have difficulty in the course should, like the shy students, be placed on outside aisles. Reason: they are very sensitive to overt coaching and can be aided much more frequently—every time the teacher walks along a side aisle—and effectively when they are "out of sight" of the class than when they are spot-



students who insist on slumping back in their chairs.

There is one more essential:

Your Typewriters

Certain facts and opinions now seem to be well accepted:

1. Typewriters take a beating. They evolve characteristics from their operators. A used machine invariably distorts the student's typing habits. So, there is no such thing as "a good, old machine." No classroom typewriter ought to be more than five years old—one can learn on older machines, but not as efficiently as on a newer one; nor can he accomplish as much.

[Last September, Doctor Lloyd provided here a complete listing of typewriter serial numbers for determining the ages of machines—Editor]

For the best combination of economy and instructional results, the big schools—the ones with persons assigned to study these matters—have three-year trade-in plans.

2. Typewriters used in the classroom should have lettered, not blank, keyboards. It makes little difference to the learner (except that he is reassured by lettered keyboards), but it is much easier to teach with lettered keyboards. All contemporary typing textbooks tell the learner to locate new keys by looking at his keyboard.

Blank keyboards, incidentally, do not keep the student from looking at the keyboards. It is true that he occasionally looks to locate a rarely used key, like the @, even as you and I; but he usually looks to confirm the position of his hands, and he does that on either keyboard.

3. All makes of machines generally used in the community should be represented in the classroom. If there is more than one typing room, the machines in the room used for beginners should be identical—for ease of teaching and saving of time—both in size of type and kind of machine.

If there is only one typing room, most machines (including yours) should be alike, with a pair each of the other makes. Put these others "up front, by the door," where the bright group is seated. These students will need less help in adapting instructions; and having the machines up front will

enable you to step to them quickly if students do need assistance.

If you already have a mixture of machines in your room, group them for convenience in giving demonstrations to the students using each make (how to set margin stops, for example). Some teachers prefer to group machines in squarish batteries of similar machines, so that more expert or alert students can help their pair mates. Some prefer to align similar machines in rows so that each demonstration can be given from the front of the classroom.

4. Once a student is adjusted to his table, chair, machine, and buddy, he should not be moved.

Exception 1 to the rule: One week should be set aside, about the middle of the final six weeks in the year, for students to rotate to different machines, to become aware that different typewriters (even of the same model) do have a different feeling to the operator, and to become familiar with the special features on all makes and models. After this exploratory week, students should return to their own machines for the windup of the year.

Exception 2 to the rule: A student may develop latent habits that are best corrected by switching him to another machine. Most space-bar flaws, for example, are quickly remedied by moving the student to another typewriter.

It is not necessary or wise for students to transfer often or to be put on each kind of machine for some equal number of hours. Learners advance most quickly when they stay on one particular machine.

5. Machines should not be bolted to table tops. (*Exception*: machines on tilt-top or foldaway-well desks obviously must be fastened.) Bolted machines have a way of collecting paper, grit, erasers, and sundry other debris under them. Bolting interferes with servicing, cleaning, and shifting machines. Bolting permanently mars the table top.

But some provision must be made to keep typewriters from creeping toward the right each time the carriage is returned. More and more schools are buying nonskid feet for their typewriters or nonskid, sound-absorbing pads to put under the machines. Both work very well.

If such purchases are out of the question and if marring the table top can be countenanced, a slim strip of wood (about $\frac{1}{4} \times \frac{1}{4} \times 10$ inches) can be fastened on the table top, at the right-hand side of each machine, to act as a guarding buffer.

6. Machines should be numbered, to keep students from switching them around, to identify a particular typing station, and to guide repair work. Most teachers cut numbers from a large calendar and rubber-cement one to the back of each machine.

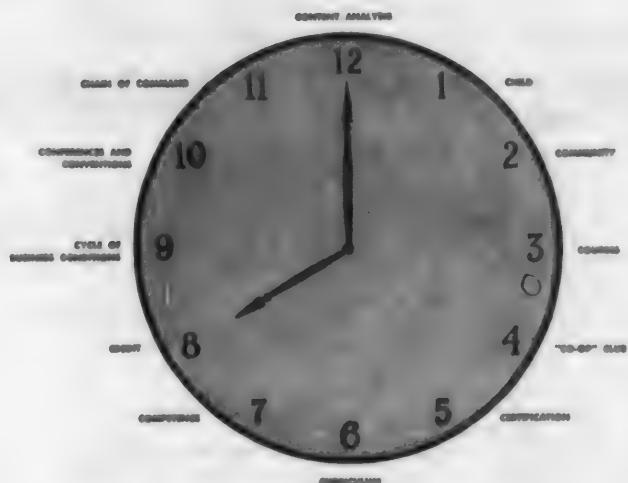
As a guide to repairs, post a seating chart of the room, with a block two inches square for each machine. In the block, place the machine's room number, its serial number, and its make. When a machine develops any trouble, record the fact in its block on the chart; when the repairman comes to service the machine, he looks at the chart, sees the trouble, fixes the machine, writes the date and nature of the repairs on the chart, and thus builds a permanent history of the machine — something of great value throughout its service life. No discussion of typewriters is complete without mentioning:

Electric Typewriters

Electrics are infinitely superior to manuals for learning how to type. Get as many electrics as you can beg, borrow, or abduct.

But note: the reason for getting electrics is not to train electric typists (the fact that the students can operate electrics is just a happy by-product) but to train better all-around typists. A student trained on an electric and finally given four or five periods of orientation to a manual machine will type on the manual faster, much more accurately, and with vastly superior operating habits than if he had been trained only on the manual. Moreover, he will be able to do on his manual everything he learned to do on his electric—and as well. The electric is simply a better tool for learning and teaching typing. The earlier and longer it can be used, the better the results.

[Next month: "Your Work Up Front in Your Typewriting Classroom," a discussion of drill, demonstration, and other teacher activities that save time and improve results.]



THE

Co-ordinator's Challenging Clock

A GREAT PHILOSOPHER once told me, "Time is the servant of the poor." I didn't realize what his statement meant until I "grew up" with co-operative business education.

After having been connected with the development of the co-operative occupational training program in the state of Michigan for over ten years, I can state these general conclusions:

- It takes a lot of stamina and hard work to be associated with co-operative business education.

- If co-operative education—or any program of education—is to survive, it will survive because of its merits.

- The responsibility for leadership rests with the co-ordinator, the local school, the local community, your state department of public instruction, and organizations like N.B.T.A., U.B.E.A., and the various regional and state business education associations.

During the summer of 1954, at the University of Detroit, the Secretarial Science and Business Education staff sponsored a six-week summer workshop in business education, under the direction of William G. Savage, Melvin L. Wright, and myself—all members of the University staff.

The workshop's membership was made up entirely of Roman Catholic

nuns, who represented six different religious orders and came from various parts of the country. These business teachers wanted to know the modern trends in co-operative business-education training programs. They wanted to know the administrative supervisory policies, practices, and techniques. They wanted to learn how to organize an instructional pro-

gram that would benefit pupils as well as teachers and co-ordinators; and they wanted to consider the problems that teachers, co-ordinators, and supervisors must face in developing a modern program.

This last item is the one that prompted me to construct the "Co-ordinator's Challenging Clock"—the 12 C's—illustrating the leading problems and challenges a co-op program offers one who takes responsibility for leadership in this new business-education program.

(Continued, page 34)



A PANEL DISCUSSION is the feature of this scene from the University of Detroit's summer workshop in co-operative occupational training. Panel members (in shirt-sleeves) are: the author, A. E. Misko; Frank Lanham, teacher-trainer, University of Michigan; Lawrence T. Thomson, chief, Business Education, Michigan Department of Public Instruction; Wendall Fidler, Distributive Education Department, Western Michigan College of Education. At extreme left, in suit coat, is the workshop chairman, William G. Savage. All the workshop members were nuns.

HOW TO SPELL AND PRONOUNCE

shorthand characters

SO MUCH has been written and spoken about the importance of having students spell each Gregg Shorthand outline as it is presented on the blackboard, that at every meeting of shorthand teachers someone raises the question about the spelling of certain combinations. There is no hard and fast rule on the spelling or pronunciation of these combinations. Most teachers, however, have the students give the name of the word-beginning or ending (rather than the alphabetic character) so long as it can be pronounced easily, and so long as students are all saying the same thing in concert. The teacher can control this at the blackboard, because he names the stroke before the students call it. For example, after the teacher says that *-tion* is expressed by *ish*, students spell *n-a-shun*, nation. The teacher always pronounces the joining first and then students spell, as: *e-s-n-shal*, essential; *f-a-r-ly*, fairly; *e-s-ly*, easily; but words beginning with *ye* and *ya* are spelled *y-e*, *y-a* (said quickly to indicate it is expressed by one stroke) rather than *yeo*, or *yaay*.

When the student is reading from the text, the teacher cannot control what the student will call an individual outline for a word he cannot decipher. The student might spell *n-a-ish* (he doesn't recall the ending *-tion*) and the teacher might say, "Here that *ish* stands for *shun*." Or, in reading, the student might not be able to decipher "partial" and might spell *p-a-r-ish*; again, the teacher might say, "The *ish* stands for *shal* in that word." The student might respell it, or might immediately say, "partial."

In the syllables *tern-m*, *dern-m*, and *thern-m*, it seems easier to spell *t-e-n*, *tern*; *d-e-n*, *dern*; *th-e-n*, *thern*.

Word-Beginnings and Endings

The teacher gives the cue to the student on what to call the word-beginning or ending. In most cases, the word-beginning or ending is spoken as a syllable rather than as a shorthand character. Experience has taught teachers where it is easier to deviate from the syllable pronunciation. This may seem to be an inconsistency, but so much benefit can be derived from these simple pronunciations—as *x* for *ex* in "express" (rather than *e-s-p-r-e-s*) or *e-e-ly* (rather than *e-e-loop-e*)—that we would rather have the students use just the few awk-

ward pronunciations as alphabetic characters rather than made an inflexible rule. Here are a few combinations that the students would spell as characters: *y-e*, *y-a* (these two pronounced rapidly to show that each is expressed by one character), *ure*, *ual*, *tual*.

In the endings *-rity* and *-lity*, although the vowel preceding is included in the endings, the student encountering a word that he cannot decipher will not know which vowel it is; so it seems best to call the endings *-rity* and *-lity* (rather than to include the vowel sound before it). Therefore, the word "minority" would be spelled *men-rity*. On the other hand, it seems easier to pronounce the ending *-cal* as *-ikal*.

Double Vowels

Students pronounce the names of the double-vowel combinations rapidly, saying the two sounds closely together, to indicate that they are written as one shorthand hand stroke. Examples:

"Eye-a": Students spell *s-yea-n-s*, science; *d-yea-t*, diet.

"Ee-a": Students spell *k-r-eea-t*, create; *a-r-eea*, area.

"Ye" and "ya": Students spell *ye-l-o*, yellow; *ya-l*, Yale.

"Ah, aw": Students spell *a-h-e-d*, ahead; *a-oo-a*, away.

Disjoined Past Tense

Whether students say "tick" or "disjoined t" for the disjoined tense is not too important, as long as they are consistent. Students spell, *f-a-shun-tick*, fashioned; *r-e-gay-ulate-tick*, regulated.

Diphthongs

Since the diphthong is a union of two vowel sounds in one syllable, the two should be pronounced as one syllable. While *ow* has the sound of *oo*, the two vowel sounds are so close together that you hear only *ow*.

These are just suggested spellings and pronunciations—any designation that is easy for student to remember is satisfactory. The chart on the opposite page gives suggested spelling and pronunciation of the Gregg Shorthand characters and combinations at their initial presentation on the blackboard. They are given in the order in which they appear in the Manual.

SPELLING AND PRONUNCIATION OF TYPICAL COMBINATIONS

(Begin with prefix, suffix, or section, and build complete word.)

m /	th	threw	throw
ses /	ses	hem-see	seen
xes /	xes	fe-nex	fixes
ex- /	x	x-tre-e	extra
-tion /	shun	n-e-shun	nation
-nat /	nat	e-nat-shal	essential
-ly /	ly	ne-er-ly	neatly
-ily, ally /	ily	f-e-mil-y	family
oy /	oi	t-o-i	toy
-ure /	r	f-e-ur-e	failure
-ture /	tr	p-lis-tr-e	picture
-ual /	i	an-nu-al	annual
-tual /	ti	a-ct-u-al	actual
re- /		re-s-e-ve	receive
be- /		be-gay-e-n	begin
de- /		dol-a	delay
dis- /	dis	dis-pa-ple	display
mis- /	mis	mis-tak-e	mistake
le 0	eyee	s-eye-n-i-s	science
ies- 0	ees	k-reet	create
w /		weave	weave
-ther /	ther	ne-ther	neither
w (in the body) -	w	t-w-e-n	twin
■ .	oh	oh-ed-d	ahead
ew .	eo	e-o-o-e	away
y .	e	e-o-e	year
ye i	y-e	ye-l-e	yellow
yo /	y-e	ye-ard	yard
ng -	ing	re-ing	ring
nk -	ink	s-e-ink	sink
rd /	ord	h-a-ard	hard
ld /	old	b-e-old	bold
v /	v	f-u	few
nu 0	ow	n-low	now
het /	ted	hi-ated	heated
ded /	ded	n-e-ded	needed
det /	det	det-a-ble	detail
men /		men-shun	mention
mem /		mem-ri-e	memory
nt /	ent	ent-e-ry	entry
nd /		fe-s-and	fastened
ent /	ent	ente	empty
md /	end	fe-s-and	framed
per /	pur	pur-me-t	permit
pur /	pur	pur-s-wed	persuade
pro /	pro	prom-e-t	promote
ment /	ment	pre-ment	payment
ble /	bl	av-a-ble	available
ship /	ship	ste-am-ship	steamship
ele, cal /	kal	h-e-mi-kal	chemical
self /	self	h-e-m-self	himself
selves /	solves	our-selves	ourselves
eter- /	after	af-ter-moon	afternoon
ient-d /	ient-d	ien-ti-l	gentle
pent-d /	pent-d	h-e-pend	happened
def-v /	def-v	de-fy	defy
tri-v /	tri-v	na-tiv	native
electr-	electro	electro-shun	electrician

electric	inter-	electric	electric-co-ol-	electric wire
inter-	inter	inter-fuse	inter-fuse	interfere
enter-	enter	enter-prise	enter-prise	enterprise
intr-	intr	intr-a-ct	intr-a-ct	introduce
short-	short	shorten	shorten	shorten
ship-	ship	ship-wreck	ship-wreck	shipwreck
-ful	ful	grateful	grateful	grateful
-ify	ify	d-e-gay-nify	d-e-gay-nify	dignify
-ification	ification	specification	specification	specification
	gram	tele-gram	tele-gram	telegram
	rity	priority	priority	priority
-lity, ly	lity	fa-cility	fa-cility	facility
den	den	co-den	co-den	widen
ten	ten	a-ton-shun	a-ton-shun	attention
dom	dom	ra-n-dom	ra-n-dom	random
tem	tem	ee-z-ton	ee-z-ton	system
ren	ren	e-s-ton	e-s-ton	eastern
modem	modem	re-me-m-e-ri	re-me-m-e-ri	modern
thermometer	thermometer	re-report	re-report	report
report	ort	ort	ort	include
incl-	incl	post-men	post-men	postman
post-	post	super-vi-sion	super-vi-sion	supervision
trans-	trans	trans-late	trans-late	translate
con-	con	con-fir	con-fir	confer
com-	com	com-pare	com-pare	compare
on-	on	on-v-e	on-v-e	envy
in-	in	inti-mate	inti-mate	intimate
un-		uni-fir	uni-fir	unfair
em-blo	em-blo	em-blo	em-blo	emblem
im-pair		im-pair	im-pair	impair
for-got		for-gay-e-t	for-gay-e-t	forget
furnace		furn-ess	furn-ess	furnace
altho		all-i-tho	all-i-tho	although
sub-mit		sub-mit	sub-mit	submit
ulti-mate		ul-tem-a-t	ul-tem-a-t	ultimate
bey-hood		b-ai-hood	b-ai-hood	beyhood
homeward		h-e-m-ward	h-e-m-ward	homeward
permis-sion		per-mi-shun	per-mi-shun	permission
expla-nation		ex-pla-n-shun	ex-pla-n-shun	explanation
under-stood		under-stoo-d	under-stoo-d	understood
self-mode		self-mo-d	self-mo-d	self-mode
circum-stan-shal		circum-s-ton-shal	circum-s-ton-shal	circumstantial
dis-pose		dis-pose	dis-pose	dispose
im-position		im-position	im-position	imposition
feelings		fe-lings	fe-lings	feelings
seemingly		seem-ing-ly	seem-ing-ly	seemingly
		as-sume	as-sume	
con-som-shun		con-som-shun	con-som-shun	consumption
re-pay-able		re-pay-able	re-pay-able	regulate
careless		car-e-less	car-e-less	careless
Harrisburg		Harris-burg	Harris-burg	Harrisburg
Danville		Dan-ville	Dan-ville	Danville
Greenfield		Green-field	Green-field	Greenfield
Davenport		Daven-port	Daven-port	Davenport
Rockford		Rock-ford	Rock-ford	Rockford
Arlington		Arlington	Arlington	Arlington
Johnston		John-ston	John-ston	Johnstown
Johnstown		Johns-town	Johns-town	Johnstown



WHAT is the place of terminal business education in the high school? In our 500-pupil high school, we decided business education was terminal for those students who did not intend to go to college, and needed some form of practical training to fit them for a job. Trying to plan a satisfactory course that would provide this training resulted in the organization of a class that we called "Teachers' Secretaries."

We organized a room near the other business education rooms, and assigned two students there each period of the day. The schedule of instructions to the secretaries (outlined on the opposite page) gives in detail their duties and directions. Basically, this group performs all types of work for the teachers and the school organizations—from duplicating tests, assignment sheets, tardy slips, passes, etc., to correcting objective tests, typing letters, and recording grades.

Preliminary Training

All first-year typing students receive basic training on the duplicating machines. This gives them a start on becoming teachers' secretaries if they wish to. In addition, training on these machines during the first year of typing permits the students to offer his services to his church or club as a secretary, a position in which ability along these lines is invaluable.

The job of a teacher's secretary calls for careful selection; after a brief period of direction, the student must operate on his own. Of course, both teachers in the business department help supervise him.

Course Carries Credit

We give credits for the course, which runs a full year. We justify the course by the amount of satisfactory work done, and, through that, the experience the students receive in practical office work.

Last year the group completed an average of four jobs each day, ranging in size from an original and one carbon of a half-page letter to a duplication project of 55 stencils, with a run of 150 copies. About 80 per cent of the work was duplicating.



TOP AND CENTER PICTURES: A teacher's secretary checks in work requests from, respectively, a teacher and a representative of an outside organization. **Left:** two secretaries do a duplicating job.

TEACHERS' SECRETARIES—

a practical approach to office training

The facilities were used by all the teachers, the office, the student organizations, and a small number of out-of-school groups. We limited the out-of-school organizations to such groups as the Campfire Girls, Boy Scouts, churches, and Civilian Defense. The reason for the limit is quite plain: we could not take away work from the local printer and part-time secretaries. The out-of-school organizations furnished the materials.

I should like to emphasize these advantages and disadvantages to terminal business education:

Advantages

- Practical office experience.
- Training in typing, filing and record keeping.
- Training in courtesy.
- Training in office manners and techniques.
- Training in independence, self-reliance, and individual initiative, as well as in responsibility.

Disadvantages

- Excessive amount of duplicating work compared with other duties.
- Pressure from teachers for rush work. (We required a 48-hour period for a two- or three-page job. Longer jobs required special arrangements.)
- Small number of students who were able to take the course.

INSTRUCTIONS FOR TEACHERS' SECRETARIES

I. GENERAL DUTIES OF TEACHERS' SECRETARIES

- A. Secretaries will complete work as quickly and efficiently as possible at the request of any teacher.
- B. Secretaries will, at all times, keep the room in the neatest possible condition.
- C. Secretaries will, at all times, act in accordance with the *do's* and *don'ts* of good secretarial practice.

II. RECEIVING WORK

- A. While the teacher is present, fill out a Request Slip.
1. Describe work in the place provided, so that another secretary will have no doubt about the nature of the work and the identity of the person requesting it.
2. Place all work in the WORK TO DO drawer.
3. Place the Request Slip in the TO DO rack. Position it according to the urgency of the work. Rush jobs will go at the top of the rack.
4. Each secretary will place the material she has been working on in the drawer assigned to her period.

III. DOING THE WORK

- A. Each secretary must carefully check the IN PROGRESS and TO DO racks in order to determine the project of the greatest importance and greatest urgency.
1. When a secretary starts a project, she will remove it from the TO DO rack, sign it, and place it in the IN PROGRESS rack.
2. Each secretary who follows will check the racks and select the most important and most urgent work.
3. If a secretary continues work begun by another secretary, she should also sign the card, to show that she has worked on the job, and to facilitate checking.
4. Each secretary must record the materials she has used.
5. Each secretary will type her initials on or near the first typed line of all the material she prepares. These initials should show on all duplicated copies.
6. One copy of all duplicated work should be placed in the assigned box on the bulletin board for purposes of grading. Tests should not be placed in this box.

IV. WHEN THE WORK IS FINISHED

- A. Immediately after a job is completed, a secretary should deliver the work to the teacher who has requested it.
1. Always include the master or stencil.
2. When possible, include the copy of material provided.
3. Check the work and remove all unprinted papers.
4. Send all poorly duplicated pages to the teacher, especially in the case of tests. DO NOT destroy them!
5. Check the number of people who worked on the request and save a copy of the material for each.
6. Have the teacher sign the card and check the amount of paper and the number of masters or stencils used.
7. Return the card to the RECEIPTED WORK file.

V. SPECIAL POINTS FOR SECRETARIES

- A. Each secretary must keep an accurate record of the work she does during this office period.
1. List, on the required sheet, the work and the amount of time it took.
2. Along with the sheet, each secretary should have a copy of all material she has worked on. (See III, A, 6.)
- B. When material is not in good condition, type a proof and check it with your supervising teacher before putting the material on a stencil or carbon.
- C. Always prepare material on 8½" x 11" paper.
- D. Save all ditto carbons for reuse.
- E. Do not run copies until your stencil or master has been proofread carefully.
- F. Never run more than three copies before checking to see whether or not the machine is processing correctly.

VI. OTHER JOBS

- A. Each teacher has a master file on which should be posted all materials that he or she has used.
- B. Posting should be done only during slack periods.
- C. All materials taken from the storeroom should be checked out, on either the check-out slip or the notebook sheet.
- D. All material taken from the storeroom should be posted to the Stock Record Cards.

WE HAVE always known that we need more practice on numbers, but only relatively recently have typing texts and business education magazines given us so many excellent practice materials devoted exclusively to numbers. Not only can our students now type numbers with skill and confidence, but they like the number drills and want to spend a good portion of each class period practicing on them.

We don't just go through the book once; we go back again to the pages where the number drills were especially good, and drill on them over and over to improve speed and continuity.

Why Develop Special Drills?

Generally, when we transferred from separate number drills to straight copy containing numbers, there was not only a loss in speed, but also more irregularity and noticeable loss of rhythm and continuity. On isolated "we 23" drills, for example, it is difficult to detect any difference in sound when students flash the word and then flash the same sequence in numbers. But when they attempt to transfer this skill to straight copy that contains many numbers, the unevenness of the sound of stroking is quite noticeable. In order to help students keep the rhythm of ordinary straight copy after transferring to numerical straight copy, the material on the opposite page was devised.

What It Is

We constructed sentences, and simple paragraphs, of easy-to-type balanced-hand words. Then we altered these sentences and paragraphs only by the addition of selected number sequences.

How to Use

We use the nonnumerical sentences to force speed on straight copy. We give short, repeated one-fourth minute drills on one sentence to drive for speed. Then we preview the numbers alone. We have kept the

pattern of 39 28 47 56 10 for the present drills. We allow perhaps one-half minute for number preview. Then the identical sentence including numbers is practiced. We give one-fourth minute speed drives to force speed on numerical copy while keeping rhythm and continuity.

The paragraphs are practiced in the same way. Here the objective is to develop the ability to type for a longer time and still maintain rhythm and continuity.

Obviously there will be some loss in speed when changing from the simple straight copy to the numerical copy. However, you will be amazed to discover that the students who were reaching 90 words a minute or better on the one-fourth minute speed drive on the nonnumerical sentences drop back only to about 80 wpm

are daily and are a part of the regular warmup period.

When we wish to emphasize number practice preparatory to tabulation typing, invoice and payroll typing, or addressing drills, we extend the numerical warmup drills for a longer period. Several of the drills are used in combination on the same day. All the drills are timed, whether they are typed for one-fourth of a minute or for several minutes.

Generally we start with a drive for speed. The copy selected is easy, and is used repetitively for very short timings. If the drive is for accuracy, more difficult copy that forces concentration and builds up sustained power for longer periods is selected. Normally, during any one day, drives for speed and drives for accuracy on the numerical copy will be alternated.

However, at times an entire day may be spent driving for speed, with the alternate drive for accuracy the next day. Usually the students decide for themselves which goal is to be selected. Most of the time they prefer to push ahead for speed, although occasionally they choose to drop back slightly to maintain their control.

Have your students make up some easy-to-type

balanced-hand sentences that can be altered to include numbers. Be sure to have them calculate the words in the line for ease in figuring rates.

Have your students make up paragraphs, too. You might have five that do not contain numbers on one page, and the same five altered to include numbers might be on a second page. Each paragraph and identical numerical paragraph can be used individually to build speed. All five can be used for a three- or five-minute sustained drill. Remember to have the word count given for each paragraph separately, as well as for all five cumulatively.

The copy shown on the opposite page has been controlled to contribute to maximum speed. An article in an early issue will present similar material designed to promote accuracy.

HOW TO BUILD

typing speed

on NUMBERS in CONTEXT

VIRGINIA D. HENNING, Edison Technical School, Seattle, Washington

when they type the numerical copy.

The paragraphs can be typed individually for one-minute drills, or several can be typed consecutively for two- or three-minute drills.

When to Use

Our daily warmup drills usually consist of variations of the Experts' Rhythm Drill, flash words written on the board or dictated, and connected speed material. The latter is sometimes a sentence on the board, or fluency sentences given in the text. This warmup also includes some type of drill on numbers.

At different times we use the "we 23" drills, a number sequence on the board as a tabulation speed-up drill, or connected matter as shown in the drills on the opposite page. The significant thing is that the number drills

SPEED-BUILDING DRILL FOR NUMBERS IN CONTEXT

A. SENTENCES OF EASY COPY, WITH AND WITHOUT NUMBERS (Preview—39 and 28 and 47 and 56 and 10)

	WORDS
Tell the many men that your other firm will ship the lots now.	13
Tell the 3928 men that your 47 firms will ship the 5610 lots.	13
The girl got the chairmen with the other men by the sign.	12
The 39 girls got the 2847 chairmen with the 5610 others.	12
They pay for it at this time and send the order in May.	11
They pay \$39 and \$28 for it and send order #4756 in May.	11
We paid for half, kept it all, spent it, and wished for more.	12
We paid \$39 for half, kept 2847, spent \$5610, and wished more.	12
The hens may shake their cozy pens if the big fox is on the prowl.	13
The 3928 hens may shake their 4756 pens if the fox is on the prowl.	13
The jovial men cut the forms for boxes to give them some more.	13
The 39 jovial men cut the 2847 forms for 10 boxes to give them.	13

: : : : : : : : : : : : :
1 2 3 4 5 6 7 8 9 10 11 12 13

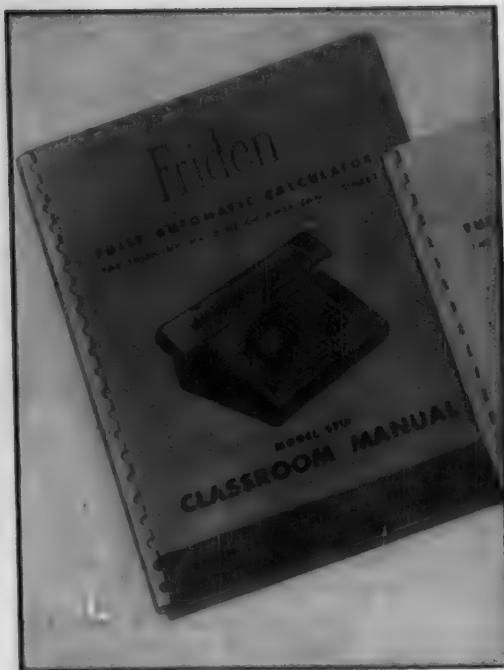
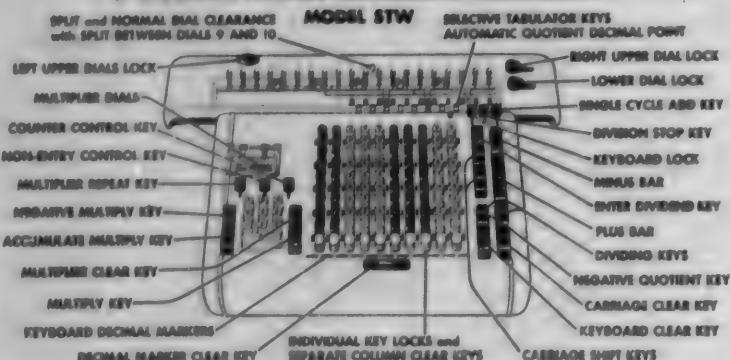
B. PARAGRAPHS CONTAINING MANY BALANCED-HAND WORDS, WITH AND WITHOUT NUMBERS

	WORDS
They sent eight bushels to the many chairmen in the ancient city. The chairmen can pay for them with the money they got from the auditors. They can rush the money by bus to the big bank in our city. The big bank is right by the store that we own, and it is glad to handle this money.	57
<u>:</u> <u>:</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> <u>11</u> <u>12</u> <u>13</u>	

They sent 8 bushels to the 39 chairmen in the 28 ancient cities. The 39 chairmen can pay \$47 for them with the money they got from the 56 auditors. They can rush the money by 3928 buses to the city. The 4756 are from the big bank that we use and it is glad to handle this money.	56
<u>:</u> <u>:</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> <u>11</u> <u>12</u> <u>13</u>	

Friden

FULLY AUTOMATIC CALCULATOR



FRIDEN BRINGS ITS CALCULATORS TO

LIKE ALL OTHER large manufacturers of office machines, Friden Calculating Machine Co., has developed a broad vocational program for the use of teaching aids in the business classrooms of the nation's schools—because, like other equipment manufacturers, Friden knows that sales of equipment will grow as more operators become available.

The Approach Is Indirect

Unlike most manufacturers, however, Friden concentrates on the indirect approach. Although it provides vocational material for direct machine use in the case of schools that have a well-established machine training program, the company bends its strongest efforts toward institutions in which such a program is limited, or even nonexistent. Rather than confine its program to aiding the student already enrolled in a machine training course, Friden prefers to reach all business-education students.

The aim, of course, is to acquaint all these students with the principles of calculating-machine operation, so that they won't look on a machine as a mysterious metal monster when they find themselves face to face with it on the job. Friden feels that it will be some time before textbooks and encyclopedias are up to date on the calculator field as a whole. Along with other man-

ufacturers, it is filling the gap with its own materials.

Friden likes to have one of its representatives visit a school to start things off. The representative gives a simple 30-minute demonstration that features individual student participation. It consists of a brief indoctrination into the various types of office figuring machines, a round-table discussion of the advantages of each, and student performances of all the basic mathematical computations on a Friden machine.

The company often leaves the demonstration calculator with the school for a period of time, enabling the student to become more proficient under the teacher's supervision. Outlines for five sessions (on multiplication, division, addition, subtraction, and review) and answers to all problems involved come in a 16-page manual that each teacher receives. In these sessions, the student learns not only calculator operation, but the art of instructing other students as well—thus using "apprentices" to spread the acquaintanceship idea.

Material for Typing and Shorthand Classes

Teaching aids outside the office-machine course promote the indirect approach, too. Friden issues, in the form of a typing speed and accuracy test and an office-dictation manual, material with an educational content relating to calculators. All the straight-copy typing



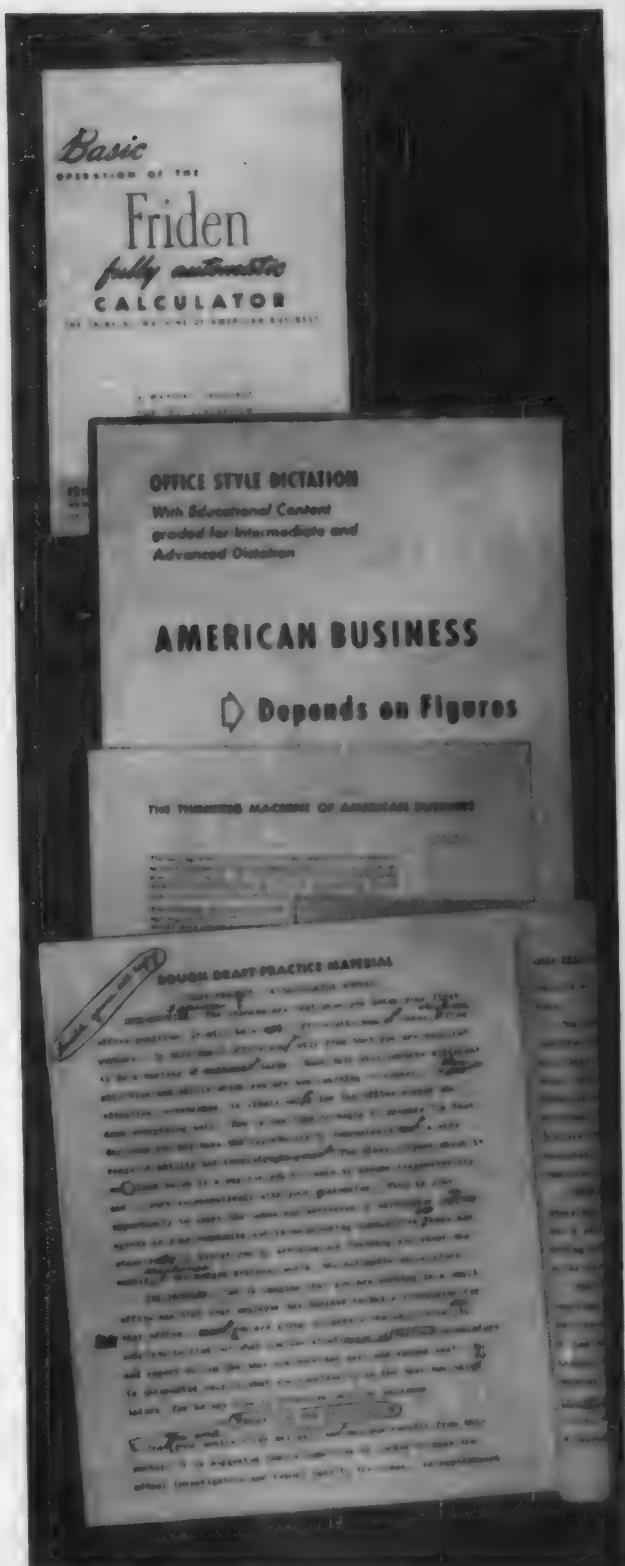
THE CLASSROOM

material is keyed for quick grading, and the 24-page dictation manual covers most of the principal problems encountered in dictation. Letters are shown in final form, for purposes of comparison. The plan is available without cost or obligation to either the teacher or the school. Copies of the typing test are provided for each member of the class. Dictation and machine instruction manuals are limited to teachers.

Material for the Mastery Level

To supplement this acquaintanceship program, Friden offers classroom material designed for the mastery-level of automatic-calculator teaching. Included are 45" x 28" wall charts, comprehensive classroom manuals, and advanced practice problems with separate answer keys. The manuals and practice problems may be used with any Friden calculator, but the charts should be ordered for the particular model used by the school. One copy of each of the items of mastery-level material is given free with each machine purchased for instruction; nominal charges are made for additional copies.

For further information on these programs, teachers are invited to write to Friden Calculating Machine Company, Inc., San Leandro, California (Department BE-A for the acquaintanceship-level plan, Department BE-M for the mastery-level plan).



TEACHING AIDS Here are Friden's main tools in its classroom instruction program. At the top of the opposite page is one of the firm's 45" x 28" wall charts, which are available for each individual model. At the top, center, are shown the manuals for practical instruction in the office-machines course, together with the answer book for practice problems. These are the heart of Friden's direct-instruction plan. The indirect approach is carried out through the operational manual, plus educational dictation and typing materials (above).

- | | | | |
|-------------------|-------------------|------------------|----------------|
| 1. Florida | 13. Pennsylvania | 25. Wisconsin | 37. Utah |
| 2. South Carolina | 14. West Virginia | 26. Iowa | 38. California |
| 3. Georgia | 15. New Jersey | 27. Kansas | 39. Arizona |
| 4. Alabama | 16. Vermont | 28. Oklahoma | 40. Washington |
| 5. North Carolina | 17. Massachusetts | 29. Nebraska | 41. Oregon |
| 6. Virginia | 18. Connecticut | 30. South Dakota | 42. Delaware |
| 7. Ohio | 19. Rhode Island | 31. Colorado | 43. Nevada |
| 8. Mississippi | 20. New Hampshire | 32. New Mexico | 44. Minnesota |
| 9. Louisiana | 21. Maine | 33. Wyoming | 45. Texas |
| 10. Kentucky | 22. Arkansas | 34. Montana | 46. Michigan |
| 11. Tennessee | 23. Missouri | 35. North Dakota | 47. New York |
| 12. Illinois | 24. Indiana | 36. Idaho | 48. Maryland |

► INSTRUCTIONS TO STUDENTS—
PRACTICE SET NO. 1: On the 48 cards you've been given, write or type the following state names. Put one name on a card, and number the card (in the upper right-hand corner). Write carefully and neatly, because we will sort and file these cards later on. Arrange the cards in alphabetic order.

How to Teach Geographic Filing

JORDAN HALE, Girls High School, Brooklyn, New York

GEOGRAPHIC FILING is the arrangement of materials in terms of geographic or territorial locations. In actual practice it usually means the filing of correspondence or of records according to states, counties, towns, or other geographic subdivisions. Businesses operating on a nationwide basis find this system most suited to their needs. Thus, it is important that clerical students have at least some familiarity with and skill in geographic filing.

Because of its importance, most office-practice and clerical-practice courses of study include the topic of geographic filing. Unfortunately, few schools provide the equipment, cabinets, folders, guides, and correspond-

ence so necessary to make the teaching concrete and effective. The materials and methods presented in this article are designed to provide learning and practice situations that closely parallel the real activity. The materials are easy to prepare and inexpensive. They will provide students with graded, practical exercises in the mechanics of geographical filing.

Since geographic filing in its basic aspects is essentially a type of alphabetic filing, it is necessary first to review alphabetic filing. Geographic filing differs from alphabetic name filing principally in that geographic names and places are substituted for individual or firm names. Instead of filing John C. Smith before John D.

Smith, we now file Bronx, New York, before Brooklyn, New York. A thorough understanding of this point will remove most of the mystery and difficulty from geographic filing.

Step One: Filing by State

We usually proceed from the largest geographic unit to the smallest. In the United States, the largest unit is the state; so the first step is to arrange alphabetically the names of the 48 states. Practice Set I contains a haphazard arrangement, which students should copy and alphabetize.

Distribute a set of index cards to your students; if cards are not available, slips of paper will do. Use the same cards for all the exercises suggested in this article.

The class should copy both the number and name of each state, one to a card. Assigning a number to the card will facilitate checking because it is easier to check by card number than by geographic name. One quick and easy method of checking after the class has alphabetized its set of state names is to have three or four students write their card numbers on the blackboard.

After the class has completed the set and checked it, give it practice in finding the state names. Call off some of the names, challenging students to see how quickly they can find the correct cards. This practice in finding and refiling should be included as part of all these exercises.

Step Two: Filing by State and County

In Step 2, we proceed down the geographic scale from the state to

NO.	STATE	COUNTY	NO.	STATE	COUNTY
1	New York	Rockland	22	North Dakota	Rolette
2	Illinois	Perry	23	New York	Kings
3	North Carolina	Bladen	24	Illinois	Montgomery
4	North Dakota	Renville	25	New Jersey	Hunterdon
5	New Hampshire	Merrimack	26	New Hampshire	Cheshire
6	Illinois	Hamilton	27	North Carolina	Carteret
7	Missouri	Lawrence	28	North Dakota	Pierce
8	New Jersey	Ocean	29	Illinois	Marion
9	Missouri	Dallas	30	North Carolina	Cherokee
10	North Dakota	Ramsey	31	Missouri	Barton
11	New York	Clinton	32	New Hampshire	Carroll
12	New Jersey	Burlington	33	North Dakota	Ransom
13	New Hampshire	Hillsboro	34	New York	Essex
14	Illinois	Crawford	35	North Dakota	Richland
15	New Hampshire	Belknap	36	New York	Nassau
16	North Carolina	Caldwell	37	Missouri	Vernon
17	Missouri	Polk	38	Illinois	Shelby
18	New Hampshire	Grafton	39	New Jersey	Mercer
19	New York	Sullivan	40	Illinois	Cook
20	New Jersey	Middlesex	41	New Jersey	Monmouth
21	North Carolina	Brunswick	42	North Carolina	Catawba

► INSTRUCTIONS TO STUDENTS—
PRACTICE SET NO. 2: On the 42 cards you have been given, write or type the following state and county names. Number the cards (in the upper right-hand corner) as you fill them in. Arrange the cards alphabetically, first by state and then by county.

NO. STATE	COUNTY	CITY	NO. STATE	COUNTY	CITY
1. New York	Orange	Warwick	14. North Dakota	Oliver	Fort Clark
2. North Dakota	Oliver	Otter Creek	15. New Jersey	Ocean	Lakehurst
3. New York	Sullivan	Liberty	16. North Carolina	Cumberland	Cumberland
4. New Jersey	Ocean	Lakewood	17. New Jersey	Hunterdon	Stockton
5. New York	Suffolk	Hampton Bays	18. North Dakota	Divide	Stady
6. New Jersey	Cumberland	Bridgeton	19. New York	Westchester	Crugers
7. New York	Sullivan	Monticello	20. New York	Suffolk	Sag Harbor
8. North Dakota	Sheridan	Coodrich	21. New York	Sullivan	White Lake
9. New York	Westchester	Katonah	22. New Jersey	Ocean	Landoka Harbor
10. New Jersey	Salem	Monroeville	23. New York	Putnam	Carmel
11. New York	Rockland	Ramapo	24. North Dakota	Williams	Wildrose
12. New York	Dutchess	Millbrook	25. New York	Orange	Chester
13. New York	Orange	Monroe	26. New Jersey	Salem	Salem

the county. First, we arrange alphabetically according to county as follows:

State	County
New Jersey	Bergen
New Jersey	Hudson
New York	Oneida
New York	Queens
New York	Richmond

One simple method of arranging large numbers of cards is to have the class first sort all the cards according to state. As part of the sorting operation, the class should also prepare a set of primary guide cards corresponding to all the state names listed in Practice Set II. Index cards standing on one end may be used for this purpose; they will be easily visible and will identify each set of state cards. These guides will, of course, be arranged in alphabetical order.

Now arrange the state cards alphabetically by county and insert the sets behind their respective state guides. Assign exercises until you feel sure that your class thoroughly understands this concept. Check by card number to save time.

In order to save valuable class time, it is advisable to have students prepare the cards for Practice Set II and subsequent exercises at home
(Continued on page 32)

▲ INSTRUCTIONS TO STUDENTS—
PRACTICE SET NO. 3: On the 26 cards you have been given, write or type the state, county, and city names given above. Write one set to a card, and number each card as you fill it in. Arrange the cards alphabetically first by state, then by county, and finally by city, following your teacher's instructions.

▼ INSTRUCTIONS TO STUDENTS—
PRACTICE SET NO. 4: On the 26 cards you have been given, write or type the following state, county, city and correspondents' names listed below. Write one set to a card, and arrange the cards alphabetically by state, then by county, city, and correspondent. Follow instructions carefully.

NO. STATE	COUNTY	CITY	CORRESPONDENT
1. New York	Orange	Warwick	Haines Homes
2. New York	Suffolk	Hampton Bays	George Woolf
3. New York	Sullivan	Parksville	Lash Hotel
4. New Jersey	Hunterdon	Stockton	Acme Stove Co
5. North Dakota	Oliver	Otter Creek	C. C. Morton
6. New York	Orange	Monroe	The Y Bar Ranch
7. New York	Westchester	Katonah	Solomon Cohen
8. New Jersey	Ocean	Lakehurst	Public Drug Co
9. New York	Sullivan	Monticello	Kiamesha Lake Lodge
10. New York	Orange	Warwick	Dennis Harley
11. North Dakota	Williams	Wildrose	R. H. Blanke
12. New York	Rockland	Ramapo	RamapoGrocery Co
13. New Jersey	Hunterdon	Little York	John Wilson
14. New Jersey	Cumberland	Bridgeton	R. O. Cross
15. New Jersey	Ocean	Lakewood	Stanley Hotel
16. New York	Orange	Monroe	Westchester Towers
17. New York	Westchester	Katonah	Capitol Theatre
18. New Jersey	Salem	Salem	The Emporium
19. New York	Orange	Chester	Annette Kames
20. New York	Suffolk	Sag Harbor	The Richards Co.
21. North Dakota	Oliver	Otter Creek	William L. Winkle
22. North Carolina	Cumberland	Cumberland	Hunt Club
23. New Jersey	Ocean	Lakewood	L. L. Bloom & Co
24. New York	Suffolk	Sag Harbor	Richard Davis
25. New York	Orange	Chester	Louis Kaminsky
26. North Dakota	Sheridan	Coodrich	J. C. Penney

▼ INSTRUCTIONS TO STUDENTS—
PRACTICE SET NO. 5: On the 26 cards you have been given, write or type the following city, correspondent, and date items listed below. Write one

set to a card, and number each card. Arrange the cards alphabetically by city, by correspondent, and in reverse chronological order. Be sure to follow the teacher's instructions carefully.

NO. CITY	CORRESPONDENT	DATE	NO. CITY	CORRESPONDENT	DATE
1. Monroe	Art Service Co	Nov. 1, 1954	14. Utica	Jules Coe	Oct. 2, 1954
2. Albany	Robert Dale	Oct. 18, 1954	15. Utica	Utica Supply	Nov. 5, 1954
3. Rome	Ernest Hale	April 1, 1954	16. Rome	O'Brien Radio	Sept. 25, 1954
4. Rome	Arrow Gas Co.	April 8, 1953	17. Monroe	Reo Motors	Dec. 24, 1953
5. Utica	Jules Coe	Oct. 21, 1954	18. Rome	Ernest Hale	June 18, 1954
6. Utica	Utica Supply	Sept. 18, 1954	19. Utica	Joseph Herrin	April 7, 1954
7. Utica	F. W. Woolworth	August 8, 1953	20. Albany	5th Ave. Shop	Oct. 20, 1954
8. Albany	5th Ave. Shop	Sept. 15, 1951	21. Albany	Reo Motors	Sept. 18, 1954
9. Rome	Rose Epstein	Sept. 10, 1953	22. Albany	5th Ave. Shop	Sept. 15, 1954
10. Utica	Jules Coe	Nov. 4, 1954	23. Utica	Utica Supply	Oct. 27, 1954
11. Albany	Reo Motors	May 14, 1954	24. Monroe	Robbs Hardware	April 8, 1954
12. Rome	O'Brien Radio	Sept. 24, 1954	25. Utica	F. W. Woolworth	July 8, 1949
13. Utica	Joseph Herrin	May 8, 1953	26. Rome	Ernest Hale	Nov. 10, 1953

Test 6 on Elementary Bookkeeping Theory

HARRY HUFFMAN, Virginia Polytechnic Institute

THIS TEST, the sixth in our special new bookkeeping series, covers the cash receipts journal, cash payments journal, sales journal, purchases journal, and the general journal. It may be administered near the end of February to any beginning bookkeeping class, and is independent of any textbook. The correct answer to each question is indicated by *italic* type.

SECTION 1

Read each statement, then circle the word *True* or *False*.

- | | | |
|---|------|-------|
| 1. We enter cash sales in the sales journal | True | False |
| 2. We enter cash purchases in the cash payments journal | True | False |
| 3. We enter purchase invoices in the sales journal | True | False |
| 4. We enter sales invoices in the sales journal | True | False |
| 5. We make the opening entry for business in the general journal | True | False |
| 6. We post the total of the cash receipts journal to the debit side of the cash account | True | False |
| 7. We post the total of the cash payments journal to the credit side of the cash account | True | False |
| 8. We post the total of the purchases journal to the credit side of the purchases account | True | False |
| 9. We post the total of the sales journal to the credit side of the sales account | True | False |
| 10. Goods bought by businesses to sell to their customers is called merchandise | True | False |
| 11. An invoice is a business paper that describes and shows the total cost of the goods | True | False |
| 12. We post the individual items in the purchases journal to the credit side of the account named | True | False |
| 13. We post the individual items in the sales journal to the credit side of some customer's account | True | False |
| 14. We post the individual items in the cash receipts journal to the credit side of the account named | True | False |
| 15. We post the individual items in the cash payments journal to the debit side of the account named | True | False |
| 16. We post the total of the sales journal to the credit side of the accounts receivable account | True | False |
| 17. We post the total of the purchases journal to the credit side of the accounts payable account | True | False |
| 18. The accounts payable ledger is a book of accounts of creditors | True | False |
| 19. The advantage of the special journal is that it eliminates part of the work | True | False |
| 20. The advantage of the special journals is that they group like transactions together | True | False |

IF YOU HAVE a successful test you are willing to share, send it to us, and we will send you \$10 if it is accepted for publication. It must be on one topic, be usable with any textbook, and permission to duplicate must be given. Be sure to enclose the correct answers.

SECTION 2

Study each statement and select the lettered phrase that the statement best explains.

- | | |
|--|---|
| (A) Accounts payable ledger. (B) Accounts receivable ledger. (C) Cash payments journal. (D) Cash receipts journal. (E) Credit memorandum. (F) General memorandum. (G) Merchandise. (H) Purchases account. (I) Purchases journal. (J) Sales account. (K) Sales journal. | |
| 21. The account that keeps a record of the cost of goods purchased by a business | H |
| 22. A special journal in which a record of all cash received is made | D |
| 23. A book of original entry used to record the purchase of merchandise to be resold | I |
| 24. A book of accounts that records amounts owed by customers | B |
| 25. A book of original entry in which we record all cash paid out | C |
| 26. A book of accounts in which we keep a record of the amounts we owe to our creditors | A |
| 27. A book of original entry in which we enter transactions that cannot be entered in special journals | F |
| 28. Goods bought by a business that will be resold to other customers | G |
| 29. A book of original entry in which we record all charge sales | K |
| 30. An account in which we keep a record of all cash or credit sales made by a business | J |

SECTION 3

Read the following transactions and determine in which journal they would be recorded. Write the initials of the journal in the space provided.

(CRJ) Cash receipts journal (CPJ) Cash payments journal (PJ) Purchases journal (SJ) Sales journal (GJ) General journal

- | | |
|---|-----|
| 31. Paid cash for rent | CPJ |
| 32. Paid cash for merchandise | CPJ |
| 33. Bought merchandise on account | PJ |
| 34. Received cash from L. M. Freed in full payment of account | GJ |
| 35. Sold goods for cash | CRJ |
| 36. Sold goods on account | SJ |
| 37. Made the opening entry | GJ |
| 38. Received cash to apply on account | CRJ |
| 39. Paid cash on account | CPJ |
| 40. Closed the sales account | GJ |

SECTION 4

Tell where these items would be posted. Select the account from the list below and write its letter as a debit or a credit at the right. (Note: Nos. 43-44 have both a debit and credit.)

(A) Accounts payable account. (B) Accounts receivable account. (C) Cash account. (D) Customer's credit. (E) Creditor's account. (F) Purchases account. (G) Sales account.

- | | DEBIT | CREDIT |
|---|-------|--------|
| 41. Total of cash receipts journal | C | |
| 42. Total of cash payments journal | | C |
| 43-44. Total sales journal | B | G |
| 45. Individual account named in sales journal | D | |
| 46. Individual account named in purchases journal | | E |
| 47. Individual receipt of cash from customer in cash payments journal | | D |
| 48. Individual payment of cash to creditor in cash payments journal | | E |
| 49. Total of accounts receivable column in cash receipts journal | | B |
| 50. Total of accounts payable column in cash payments journal | A | |

Awards Test II, Series II On Mailable Transcripts

FLORENCE E. ULRICH
Director, Gregg Awards Services

WE ARE TREMENDOUSLY PLEASED with the fine response to our new series of Transcription Awards Tests! Some truly fine transcripts are being received in increasing numbers each month, and there is every evidence that this award will become one of the most popular in the Gregg series for advanced shorthand students.

A nice club of eleven tests was received from Loretta Dunnigan, of the North Idaho Junior College in Coeur d'Alene, Idaho. The transcription speeds ranged from 15 words a minute on Awards Test I to 26.9 words on Awards Test II.

The mailable transcripts submitted by Margaret S. Ford from the Endicott Junior College of Beverly, Massachusetts, were at 20 to 21 words a minute.

The tests from Debora Carlson, or North Park College and Theological Seminary, Chicago, Illinois, ranged in speed from 15 to 21 words a minute.

One of the most attractive series of letters was received from a student in West Technical High School, Cleveland, Ohio. These letters had been typed at 22 words a minute.

Another fine series was received from Viola Manning, Illinois State Normal University, Normal, Illinois. Her transcription speed was 20.7 words.

Highest Transcription Speed

The test with the highest transcription speed so far this month was received from Carol Etchieson, of the high school in Richmond, California. She typed the letters, attractively and correctly, at 30 words a minute. We look forward with interest to receiving the new series of tests to see how many additional students and schools will be added to our "Honorable Mention for the Month" list.

Please bear in mind that not only must the transcripts be checked by the teacher and all deviations from the copy indicated, but also the transcription speed in words a minute must be computed and reported to us. Careful following of instructions expedites handling of the tests and enables us to mail the awards more promptly.

In last month's magazine I told you how to compute the transcription speed. If you have forgotten it, will you please turn to that issue?

Two Awards Available This Month

The tests this month are to be used for Awards I and II. The letters represent an exchange of correspondence between Mr. Tom Brown, Literary Book Club, Journal Square, Philadelphia, Pennsylvania, and Miss Ellen Green, 333 Spring Street, Canton, Ohio.

Read the letters over once before you dictate them to the class. Note that the three letters (300 words) are to be dictated at 80 words a minute. The total dictation time for the three will therefore be three minutes, forty-five seconds.

In order to qualify for Transcription Award II, the letters should be transcribed at 18 words a minute. (Follow the instructions for computing speed given in the January

BUSINESS EDUCATION WORLD, but deduct three minutes from the actual transcribing time to allow for filling in heading, etc. of three letters.)

This month your students may earn not only attractive Transcription Award II, but also the lovely Junior OBE Pin. The fee is fifteen cents for each test on which the certificate is desired, seventy-five cents each for pins, ninety cents for both certificate and pin.

How many of your students will qualify this month? Have you tried the tests in your class yet? You had better get started this month if you would enjoy the thrill and excitement of having students embark on a course of earning Transcription Speed Awards!

Letter No. 1

(Counted in quarter minutes at 80 w a m)

Dear Book Club Member: Here is good news for you! Starting today, the Literary Book Club is expanding its bonus / program.

As a subscriber, you now receive a free book every time you purchase four monthly selections. / Effective on your new subscription, you will be given a free book whenever you purchase three regular monthly / selections.

We know that you will be excited over the new plan and will want to sign and return the enclosed [1] membership renewal blank today so as not to forfeit your right to the new deal. Very sincerely yours, (1' 15"—100 standard words)

Letter No. 2

(Counted in quarter minutes at 80 w a m)

Dear Mr. Brown: Before your letter telling me about the new bonus book plan reached me, I had decided to cancel / my subscription. The reason is that you have been issuing too many novels and I should like to add to / my library some books of poetry, history, and biography.

Will you tell me what books you are planning / for the new year? If enough nonfiction is to be included at half the original cost of the book, I [1] may renew my membership in your club after all.

I shall wait for further word from you. Very cordially yours, (1' 15"—100 standard words)

Letter No. 3

(Counted in quarter minutes at 80 w a m)

Dear Miss Green: The demand for novels has abated somewhat, and our editorial board therefore plans for greater / variety in the coming year.

Several biographies have been selected, and also manuscripts / for a number of fine books other than fiction.

In a few days you will receive a list of the volumes being / considered for the current year. We believe these splendid books will meet with your approval, and so we are looking forward [1] to receiving your renewal subscription before our new bonus offer expires. Very cordially yours, (1' 15"—100 standard words)

TRANSCRIPTION ACCOMPLISHMENT

Award II

This certifies that

has passed the Official Transcription Speed Test, given by Business Education World, requiring mailable transcripts of three business letters dictated at eighty words a minute and transcribed at the rate of _____ words a minute.

Teacher _____

Date _____

Director, Gregg Awards Department



training for retailing

J. K. STONER State Teachers College, Indiana, Penna.

THIS IS THE MONTH of famous birthday anniversaries, St. Valentine's Day, and Ground-hog Day. These events provide material for excellent bulletin board displays and themes for show-case and show-window decorations.

DISPLAY THEMES for February may be developed along *selling* or *institutional* (prestige building) lines. For example, Lincoln was known as "Honest Abe." An institutional theme might state, "We are proud of Abraham Lincoln, who became known as 'Honest Abe' because of his love for truth and integrity. We, too, are proud of our store, which has always operated on a policy of *honesty*." This theme may suggest a display of enlarged informative labels taken from nationally advertised merchandise, pointing up the exact nature of the warranties. It may suggest displays developed around management problems affecting *merchandise, price, promotion, or personnel* policy.

A GROUND-HOG DAY DISPLAY THEME might state, "Whether or not the ground-hog sees his shadow, you can still count on more cold weather. Better stock up on woolen socks, or get a pair of XYZ gloves, etc."

A theme taken from the lighter side of Washington's life suggests the famous cherry-tree incident. For example, "George had to use a hatchet, but you can use a modern (trade name) saw." This is the cue to display all different kinds of saws with a silhouetted background of Washington with the tree and the hatchet. Your hardware store or school shop will be glad to furnish them.

CASH REGISTERS PLAY AN IMPORTANT PART in retailing. Students should have some experience in "ringing up" sales and making change. Almost any make or model can be used for this. However, students also need to have an understanding of all the features of a modern cash register; if you do not have one available, you may have to duplicate some illustrative material. The *audit strip* is perhaps one of the most important features of any register. It identifies the nature of the daily transactions by department and clerk and by style or code number. The duplicated audit strip can be shown in detail or the totals and subtotals can be eliminated. In this manner your students may identify the transactions by computing total cash sales, total charge sales, department sales, and sales by each clerk.

CASH REGISTER RECEIPTS AND SKETCHES OF KEYBOARDS may be procured by students working in stores or by those assigned to do this. Have your students list the various departments, with accompanying special keys on the register, for which they would want to keep separate transactions in a drug store, hardware store, or others. Much literature is available on this subject—write to the register companies, and they will send you appropriate booklets at your request.

THE ART OF ORAL PERSUASION CAN BE LEARNED, but it requires practice. Here is another rule—"In the first half of a discussion, *inquire* rather than *attack*" (Ely and Starch).

Question your customer concerning his likes and dislikes. Listen to and express sympathy for his point of view and concede the truth of some of his minor contentions. This approach allows your customer to commit himself during the indecisive first half of the sales talk, which then allows the salesperson to make his approach during the inquiries. By this time, you know where your prospect stands regarding preferences, and you are in a favorable position to concentrate your presentation, since he has already committed himself. This is a good rule to follow in everyday living.

Geographic Filing

(Continued from page 29)

prior to the actual presentation of each class lesson. This will give you more time for class work.

Step Three: Filing by County and City

The next geographic unit we consider is the city. After copying the state, county, and city names contained in Practice Set III, the class should first sort their cards according to state names. Within each state set, they should arrange their cards according to county (as in Step 2); and, within each county set, they should arrange their cards alphabetically according to city, inserting the sets behind their appropriate guides, thus:

State	County	City
New Jersey	Ocean	Lakehurst
New Jersey	Ocean	Lakewood
New Jersey	Ocean	Lanoka Harbor
New York	Sullivan	Liberty
New York	Sullivan	Monticello
New York	Sullivan	Parksville

It will be apparent that what we have done in Step 1, Step 2, and Step 3 really is to set up the main guides and subsidiary guides frequently used in geographic filing systems. Therefore, it is advisable at this point to refer the class either to a large wall chart or to some other visual aid.

Step Four: Filing by Correspondents' Names

The class is now ready to file geographically according to correspondents' names. We first file by state and county, and city. Then we arrange all firm names and individual names alphabetically behind their appropriate city guides, as follows:

City	Correspondent
Albany	Jones, Fred
Albany	Ninth Avenue Hotel
Albany	Wilson, Tom
Rome	Adams, Frank
Rome	Joe the Tailor
Utica	Mark Drug Store
Utica	Sanford, John

It is customary to assign individual folders to those names with whom we conduct an active correspondence, that is, five letters or more. All other letters are arranged alphabetically in a miscellaneous folder behind the appropriate city guide. Thus, when we accumulate more than five letters concerning Fred Jones, of Albany, New York, we set up an individual folder for him behind the Albany guide,

labeling it *Jones, Fred*. Of course, individual folders placed behind any one city guide are arranged alphabetically.

Practice Set IV contains an exercise in the alphabetic arrangement of correspondents' names behind city guides. Students should first sort their cards by states, counties, and cities. They should then arrange all the cards *within* each city alphabetically according to the correspondents' names and should insert all sets behind their appropriate guides.

It is particularly important to give the class finding and refiling practice in this step as a means of checking accuracy and making the lesson more meaningful.

Step Five: Chronological Arrangement

As in other systems, two or more pieces of correspondence concerning the same name are arranged chronologically in reverse order, the most recent letter being placed on the top. *John Smith, October 16, 1954*, is placed before *John Smith, October 14, 1954*.

Practice Set V contains material to be filed by city and correspondent only. State and county names have been omitted to save time. Students should prepare guides for all the different cities and correspondents. In arranging the cards, first sort all cards by cities; then arrange each set of city cards alphabetically according to the correspondent's name. Finally arrange all cards concerning the same correspondent in reverse chronological order.

City	Correspondent	Date
Albany	Jones, Fred	May 20, 1954
Albany	Jones, Fred	May 18, 1954
Albany	Wilson, Tom	June 28, 1954
Albany	Wilson, Tom	June 21, 1954
Rome	Black, Edward	July 9, 1953
Rome	Black, Edward	July 2, 1953

After checking Practice Set V, give your students practice in finding and refiling because, at this point, class work most closely simulates office routine.

With the proper organization and appropriate mimeographed materials, you can teach geographic filing easily and effectively in spite of a lack of actual office equipment and supplies. The materials described in this article are easy to prepare, simple to introduce, and will provide realistic practice in the setting up and the handling of geographic files.



shorthand corner

JOHN J. GRESS Hunter College, New York, N. Y.

MOST SCHOOLS, REGARDLESS OF THE LEVEL OF INSTRUCTION, have some break between semesters, but usually the ink on the examination papers barely has time to dry. Indeed, before the poor, bedraggled shorthand teacher is able to collect her thoughts and take a deep sigh of relief, it is time for her to think of the second semester and that dreaded of all days, "the first class period."

It is important to realize that even though students have been away from formal classroom shorthand instruction less than a week, they will nevertheless have lost a great deal of their "shorthand savvy." In fact, their learning and comprehension probably ceased sometime before the end of the first semester, which confronts us with a serious problem.

AS THE CUSTODIANS OF THEIR SHORTHAND FUTURE, we must somehow shock our students into reality. We must bring them back out of their "trances" with the least possible pain and the greatest possible diplomacy. Otherwise they may rebel and put their shorthand "pot hooks and curley cues" back into their proverbial shorthand cells.

How can we best effect a fast and painless get-away on that first day? While it may be all well and good to hold a little conference in order to get acquainted with the "game" and to indulge in some good-natured kidding, the future of your course procedure must be established that first day. It is often effective to hit students hard between the "Shorthand I's, O's, and U's."

THIS ATTACK MAY ASSUME A VARIETY OF PROCEDURES. First, determine where you or the preceding instructor left off during the first term. Did the group complete the entire seventy lessons in the *Gregg Shorthand Simplified Manual*? Were they barely able to cover the theory? How is their theory? What grades did they receive?—not that grades are the last consideration in the immediate judgment of the shorthand writer's future. Can they read shorthand? Oh, yes, they can recognize certain outlines, but do they read rapidly, with complete understanding? Can they write shorthand? How do they write it? What is their style of writing? How fast can they write? What do they write?

But—and I can see you objecting right now—it is wholly impossible to get a "line" on my students at the outset or during the first period. You might be correct if you attempted to take the entire period to determine every aspect of the students' shorthand background. But that is not at all necessary.

FORTUNATELY THAT CAN BE HANDLED EFFECTIVELY DURING the first period of class instruction. For instance, several one-minute dictations at various speeds, probably from 60 to 100 words a minute, will give you a general idea of their ability to take dictation. This activity will consume from five to ten minutes of the period. Next might come a theory review. Here a prepared sampling, such as the Complete Theory Tests appearing in the *Business Teacher*, might be used. This 100-word test can be dictated comfortably in 10 or 15 minutes. During the remaining 15 to 25 minutes of the period the students could be asked to read from Lesson One of the second-semester shorthand book. They may also be able to do some limited writing.

THIS FORCEFUL, JAM-PACKED FIRST PERIOD SHOULD send the student on his way with the feeling that the teacher, you in this case, knows what he wants to do, and that he, the student, does not know all there is to know about shorthand. The days ahead will appear interesting and instructive. He will have that I-Want-to-Come-Back-Tomorrow feeling. It takes extra work and planning, but you can do it. Why not give it a whirl?



teaching aids

JANE F. WHITE Georgia State College for Women, Milledgeville, Ga.

FOR THE ECONOMICS TEACHER. "Small business: Its Role and Its Problems" is one of several useful booklets listed in the pamphlet, *Publications of the Economic Research Department* of the Chamber of Commerce, Economic Research Department, Washington 6, D. C. This particular booklet is 50 cents. Although not free, most of the materials are nominal in cost.

More booklets, pamphlets, and brochures on economics are distributed by The Foundation for Economic Education, Inc., Irvington-on-Hudson, New York. Write for a complete check list of this material.

The National City Bank of New York, 55 Wall Street, New York 17, New York, issues a National City Monthly Newsletter on Business and Economic Conditions. Request that your name be placed on their mailing list.

FOR THE MARKETING UNIT. The Board of Trade of the City of Chicago has published free educational material. Facts on marketing grain, hedging high lights, and the grain exchange may be obtained by writing to the Public Relations Department, Chicago Board of Trade, 141 West Jackson Boulevard, Chicago 4, Illinois.

FOR THE GENERAL-BUSINESS UNIT. A new catalog published by B'Nai B'rith Vocational Service Bureau, 1701 R Street, N.W., Washington 9, D.C., contains useful material on occupations, career planning, and guidance. The Job Charts for College Women include one describing *Jobs in Business Fields*. Each chart is 17 by 22 inches. The set of four charts is 50 cents. The pamphlets and occupational briefs also contain many valuable aids of interest to young people.

Seven interesting booklets are published by E. I. Du Pont De Nemours and Company, Public Relations Department, Wilmington 98, Delaware. *Man-Made Fibers*, *The Story of the Builders*, *The Story of Research*, *The Story of Duco Finishes*, *The Story of Farm Chemicals*, and *The Story of Cellophane* are available in single or duplicate without cost.

FOR THE TRANSPORTATION UNIT. The Lumbermans Mutual Casualty Company, Mutual Insurance Building, Chicago 40, Illinois, publishes booklets on teen-age driving, a driver's handbook, and similar material. There is no charge for copies in quantities of under 50 of each booklet.

FOR THE UNIT ON INVESTING. A recent brochure, *Investor's Aid*, prepared by E. F. Hutton & Company, 61 Broadway, New York 6, N. Y., is an excellent report of the past, present, and future of 104 securities. If you wish to receive the various publications issued by Hutton & Company, ask to be placed on their permanent mailing list.

The new edition of *United States Government Securities and Interest Rates* has been issued by the Bond Department of Bankers Trust Company, 16 Wall Street, New York 15, New York. Although the booklet is confined to a simple listing of securities and interest rates, the information would be of use in economics classes. Copies are free in quantities.

(**EDITOR'S NOTE:** Last March a free booklet, *Profile of a Typist*, was mentioned in this column, with the Education Research Committee, 777 Fourteenth Street, N. W., Washington, D. C., listed as publisher. The Committee, which has received many requests for the booklet, has asked us to notify our readers that it is not the publisher of *Profile of a Typist*. We regret to say that we are unable to discover the name of the publisher.)

The Co-ordinator's Challenging Clock

(Continued from page 19)

• The child comes first in our "clock," for the student is the most important part of our business.

These elements follow:

- The community, city contacts (training stations).

- The classroom related courses.

- The "Co-op" Club such as the Retailing and Office Club of Michigan, D. E. C. A., etc.

- Certification and contracts—only properly trained and certified personnel should be contracted to handle co-operative business education.

- The curriculum of the high school—fitting the co-operative program into the instructional environment.

- The competence of the parties doing the co-operating—the school's representatives (both child and co-ordinator), the child's parents, and the representatives of the downtown office or store.

- Proper school credit for this on-the-job training. (Be careful here not to give "cheap" report-card credit for this work experience; one credit each semester for a minimum of 20 hours a week on the job is a fair reward.)

- The business cycle—local business conditions are a major factor in the growth or decline of your enrollment.

- Conferences or conventions in the locality, the region, and the nation—attractive settings in which to learn new techniques and discuss some of your mutual problems with friends and fellow co-ordinators.

- The "chain of command"—from the superintendent through the principal, vocational supervisor, and co-ordinator, to the teacher—how each fits into the pattern of working together to help make co-operative business education operate in your school. This is the human-relations area.

- The "clock" stops on 12—content analysis, or evaluation of your program. Be sure you give your trainees, your co-operating employees, and your school officials an opportunity to review and evaluate your program—at least once a year. Here your advisory committee can be of considerable assistance.

The "clock" tells us it's time to close. Remember that each and every one of these challenges can make or break a modern co-operative business-education movement in your own school. Watch these "C's" carefully, and use Caution and Common Sense.

TODAY'S SECRETARY

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dictation transcript

The Stool Pigeon

LOUISE BOGESS

THE NINE O'CLOCK QUIET settled over the Calvin High School office, but no one relaxed—certainly not Sally¹ Winston, secretary to the principal. Ever since Bruno Stone's accident yesterday, her bones ached with a² feeling of impending doom. Everything pointed to it—the students in whispering huddles, calls from the town³ people, Mr. Harris's closed door.

The telephone sang out with a shrill blast. Sally reached and caught it on the first⁴ ring. "Calvin High, principal's office." She transferred the call to Mr. Harris and waited. This was it—that voice belonged⁵ to the president of the school board.

Seconds later the door of the principal's office opened, and there stood⁶ Mr. Harris, pale and shaken. "A special board meeting tonight to inquire into the accident. Stone wants my⁷ blood. Why don't they ask for my resignation and be done with it?"

Sally turned her posture chair to face him. "You can't⁸ give up. Everybody knows what a brat Bruno Stone is, how recklessly he drives. Even his own father can't⁹ control him! Yet he always tries to cover for Bruno even when he knows the boy is in the wrong. You've no choice¹⁰ but to fight back."

"Eight Stone when he owns half the town and a good deal of its sympathy, at this point? After all, Bruno¹¹ is in the hospital, unconscious. And three others are injured—all because I supposedly sent the boy¹² on an errand for me—gave him a special permit to leave the school." Mr. Harris shook his head in trapped defeat.¹³

Sally stood up. "You've never sent any student—certainly not Bruno—on an errand." She unlocked the desk drawer¹⁴ and yanked out the permit. "You know this signature is a forgery.

Somehow he managed to get this special¹⁵ permit blank."

Mr. Harris nodded. "But I can't prove it. Don't you see that?" He walked slowly into his office and¹⁶ closed the door.

Mr. Harris's resigned air upset Sally further. She sat down and studied the permit Bruno¹⁷ had used.

She marveled at his planning. Bruno had not used the regular student absence permit. Oh, no! He had¹⁸ selected the *special* permit used for visitors to the school and for emergency absences during school¹⁹ hours for teachers and students. Any one could get hold of a regular absence permit, but not the special. And²⁰ Mr. Harris had to sign the special.

The special permit was printed, had a serial number, and was²¹ recorded in a record book. Sally herself filled in all special permits on her typewriter. Probably Bruno²² wanted to show the other students what a pushover it was to get a special permit.

Miss James swept into²³ the office. "Thank goodness you have Joe Farrell working on the typewriters. I hope he finishes before my first²⁴ class." She glanced at her watch. "At least I won't have to put up with Bruno today. That boy has almost driven me crazy²⁵ with his erasures and strikeovers."

Sally pricked up her ears. "Bruno? Why?"

Miss James leaned across the counter in²⁶ a confidential manner. "He knows I don't see well, and he brags to the other students about how he can pass²⁷ off an erasure or strikeover on me." She squared her shoulders. "Well, this week I graded his papers under the²⁸ microscope in the science lab. He's not putting anything over on me again."

Sally's eyes went to the closed²⁹ door of the principal's office. Maybe not, but Bruno had put it over on Mr. Harris.

The bell clanged, and³⁰ Miss James hurried out.

Sally went back to her study of the permit Bruno used. She tried to trace his scheme. The permit³¹ pad was in her desk. Any one of the student assistants—possibly a girl—could have slipped one off the pad,³² but not two. Two would leave an unaccounted-for space in the permanent record book. So Bruno could not have had³³ more than one.

Joe Farrell interrupted her concentrated study. "Miss Winston, I've fixed all the typewriters but³⁴ this one. Have to take it into the shop for a complete overhaul. And I have to hurry. I promised Stone's³⁵ secretary I'd deliver their new IBM electric and pick up the old one by eleven this morning.³⁶ Been working three months to sell them a new machine."

Sally reached into her desk for the typewriter form, vaguely hearing³⁷ his words. "Fill in this form before you take the typewriter." Farrell interrupted again. "You need an electric,³⁸ all the work you do—the type looks terrific—and there are only a few minor changes in the keyboard. If³⁹ the school board won't buy a new one, they might consider Stone's—"

"Definitely not." She didn't want Stone's cast-off typewriter.⁴⁰ "Have you filled in that form? Serial number, model, brand . . . ?"

Joe grinned. "Would you like me to type off a line so you⁴¹ can identify the signature?"

Sally looked stunned. "Typewriters do have a signature! Thanks—thanks a million!"

She⁴² almost pushed Joe out of the office. Then she rolled a piece of typing paper into her machine and typed: "Student."⁴³ On the permit, right after the name, there was a blank to indicate teacher, visitor, student.

Mr. Harris⁴⁴ insisted that the word *student* be put in quotes, because "All high school pupils are not students." It was their private⁴⁵ joke.

Now Sally's hands trembled as she

compared the typing on the permit with that from her machine. They didn't match!⁶⁰ Special permits were filled in on her machine! This was Exhibit A. Now for Exhibit B—to find the typewriter⁶¹ Bruno used.

If the machine were in the building, she intended to find it. She practically flew up the⁶² stairs to the first typing room and tapped on the door. "Miss James, please have your students type on a slip of paper the word⁶³ student in quotes. Put the position number of the typewriter on the slip. Be back in a minute to collect⁶⁴ them." There was no time to explain.

Sally checked with the other typing teacher, the office practice class, secretarial⁶⁵ training, the publication office. Almost out of breath, she rushed back to her office. The "signatures" of⁶⁶ every typewriter in school were clutched in her hand.

One by one she compared them to the permit Bruno had used.⁶⁷ None matched. Once more, she studied the permit. There was something wrong with it, a smudge or something there where the word "student"⁶⁸ appeared in quotes.

She rummaged through her desk drawer for a magnifying glass, but that didn't bring it into focus.⁶⁹ Miss James and the microscope—that would show it.

She focused the microscope on the word "student," and was puzzled⁷⁰ but what she saw—a very faint @ with quotation marks struck directly above.

Her heart swung into a faster⁷¹ beat. Nobody would ever strike an @ for a quotation mark, with the two keys located on opposite⁷² sides of the typewriter. Nobody—unless the typist were used to a standard keyboard, and a special⁷³ typewriter—

She hurried back to the office, Joe's words running through her mind—"Clear type, only a few keyboard changes." What⁷⁴ about an IBM? Maybe Bruno filled in the permit in his father's office.

Sally stopped right there. Farrell⁷⁵ had Stone's machine! She reached for the telephone and dialed the typewriter shop. Joe was out and would not be back until⁷⁶ noon. "Tell him not to sell the Stone typewriter until I can see it."

She placed the receiver on the hook. This⁷⁷ could be the end of the trail, unless—what if Joe sold Stone's old typewriter before he came back to his shop—or worse,⁷⁸ Stone might decide not to trade.

Nevertheless, when she pushed through the door of Farrell's shop, Sally's legs felt weak and⁷⁹ unreliable.

He was back, and he flashed her

a smile. "It's ready for you. Paper is in, ready to go."

Sally⁸⁰ sat down, and her eyes searched the keyboard. There it was! The @ was above the 2. The solution seemed close. Her fingers⁸¹ trembled so she could hardly strike the keys. She typed a line, and the carriage buzzed back. Sally jumped.

Finally, she⁸² summoned up courage to take Bruno's permit from her pocket and type a duplicate, even the same strikeover,⁸³ the quotation mark over the @. Sally studied the results and then turned to Joe. "Would you say the same⁸⁴ typewriter was used for both of these?"

Farrell studied the permit and her sample for a long second. Sally realized⁸⁵ she was holding her breath. "Yes, I'd say so. Every machine has its own signature. I guess you tried Stone's⁸⁶ typewriter before. Do you like it?"

"Like it? I love it!" Sally beamed at a bewildered Farrell. "It's the most wonderful⁸⁷ typewriter in the whole world. Why, it wouldn't even surprise me if this machine started talking—a regular⁸⁸ stool pigeon."

And, sure enough, at the meeting of the school board Mr. Stone's old typewriter "sang."

As for Bruno,⁸⁹ he's out of the hospital, but he won't touch a typewriter—says he doesn't trust them. (1575)

Miss Valentine, My Darling

MARY LOUISE WHEDON

THEY NODDED TO ME as I left the elevator at the fifteenth floor of Hart and Hart's. I smoothed back a lock of¹ rebellious sandy hair and, trying to look like a big "ad" man, headed straight for the office. I felt that day like² a timid dictator whose smile hid a secret desire to send them all scurrying to their rooms on the dot of³ nine. Of course, I didn't dare. And an even more considerable person to reckon with was my secretary,⁴ Miss Valentine.

"Good morning, Mr. Williams."

The vision that confronted me was blonde and beautiful, a⁵ composite of any number of girls that one knows or sees on television. I could spot her anywhere as a⁶ secretary by her pixie-rimmed reading glasses (she claims

she doesn't need them otherwise.) And I could tell by⁷ her present air of complete virtue that she had just finished readying the office.

Now, don't misunderstand me.⁸ My secretary is not a chambermaid. All that I require of her is a quick tour with the dust rag. Yesterday's⁹ coffee cups have to be whisked into suds and wiped dry. The thermos water jug must be filled, the plant on the window¹⁰ still nurtured with care. I never have to say a word. She thinks of everything.

As I crossed the threshold this¹¹ morning I knew that I would find that miracles had been performed within my office. Yes, the memos had been marked¹² with red pencil in their most vital paragraphs. A note in the margin of one read, "Meeting on Product X changed¹³ from 10:00 to 11:00." With customary tact, an en-

velope designated "personal" in its lower lefthand¹⁴ corner remained pristine and unopened.

I opened it. From Jack, I noted. Funny that most of my letters¹⁵ in the personal category might just as well have been read in common with Miss Valentine.

"Take a letter?"¹⁶ I queried.

Secretaries come equipped with notebooks and pens. Mine was no exception. I waited for her to settle¹⁷ down, with a rustle of silk skirts, in the chair opposite my oversized desk.

"Dear Jack," I dictated with headlong¹⁸ abandon, "So glad to hear you should be able to see our Mr. Barlow next week period. We have a¹⁹ terrific promotion in mind for—"

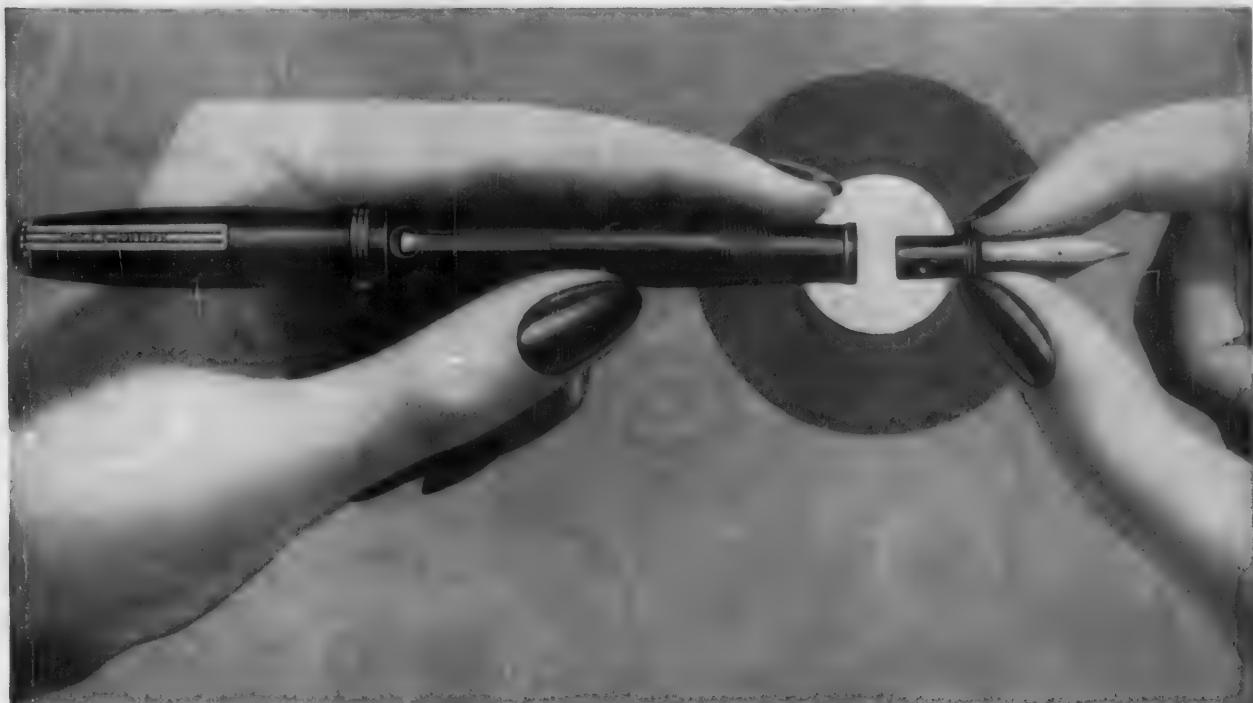
I paused, searching for the product name.

"Sam's Soap," supplied Miss Valentine. It was²⁰ only a temporary loss

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or memory on my part, but so clever of her to remember.

"We have a²¹ terrific promotion—change that—in our files for your product period. We feel that Sam's Soap needs a new color²² and an up-to-date wrapper if it is to capture the women's market period. . . ."

"Mr. Williams," she took²³ advantage of my pause, "will be able in the first sentence, not should."

"Yes, Miss Valentine. Now where was I?"

"Suggestions²⁴ for the promotion."

"Paragraph," I said. "Letter follows with further details."

Miss Valentine arched one lovely blonde²⁵ eyebrow in my direction.

"When does it follow?" she asked.

"It doesn't," I admitted. "Delete that. Mr. Barlow²⁶ follows. I mean. The details of our plan will be discussed at the Chicago meeting period paragraph. Best²⁷ personal regards, Elton Williams, Vice-President."

"Eleven o'clock," said Miss Valentine. She uncurled from her²⁸ chair and disappeared, to be replaced by three faceless young men in identical gray flannel suits.

"We've been very²⁹ anxious to see you," they chanted in unison.

I consulted the memo about Product X and discovered³⁰ that it had to be named at the eleven o'clock meeting. It was a new shampoo home permanent; and, the more³¹ I thought about it, the less inspired I became.

"We're expecting the client later today," continued the Account³² Executive, whom I shall call Number One in deference to his rank of first importance in the delegation.³³ I knew him by the sheaf of papers and rough drawings he carried. At a nod from me he pinned them up on³⁴ the wall. I walked the floor for a while and swallowed two aspirins with several glasses of water. The rough drawings³⁵ began to look like waves on the surface of an angry sea. They were, in fact, waves — permanent waves.

"Now, certainly,"³⁶ I said, "one of you has a suggestion."

"MILADY," volunteered the Number Two man, "or DEMOISELLE."

"The client,"³⁷ explained Number Three, "might prefer a romantic or society name."

Here are four men, I thought, invading³⁸ this women's world. If they succeed in selling Home Permanent X, perhaps their wives will spend less money in beauty³⁹ parlors.

I suggested that we might think of economy as a major theme.

"Our competitor's product is⁴⁰ cheaper," rejoined Number Three.

I picked up my favorite pipe and packed it with aromatic tobacco that was⁴¹ not, if anything, cheap. In the

process of lighting it, I wondered if we should not call on some Hollywood star⁴² to endorse the product. This traditionally associates the beauty with the beauty-aid. But I knew the⁴³ answer before I opened my mouth—our competitor does it. We were rapidly approaching the moment of⁴⁴ discovery, that happy time when all of us would know what our product offered that no other home permanent⁴⁵ could.

However, the client arrived much earlier than expected. His entry into the meeting put a⁴⁶ quietus on the proceedings, especially since we had not come up with any theme or acceptable names for⁴⁷ X.

Then I caught a glimpse of Miss Valentine's curly head through the doorway. I had an idea. I asked her to⁴⁸ join us.

Because my Miss Valentine was a darling and a smart girl, she didn't ask questions. Like Polly, she put⁴⁹ the kettle on and prepared to serve tea. Quite casually, I drew her into the discussion.

"How can four men⁵⁰ expect to make any progress?" I asked my stony-faced client. "Let's ask the expert in our midst; what do you want⁵¹ in a home permanent?"

"I've bought two or three kinds," she answered quickly. "None of them lasts long enough. If I were buying⁵² another, I'd make sure that it would hold the curl for at least eight months."

The client looked brighter,—almost happy.⁵³

"I think we have our answer," he pronounced slowly. "Scientific tests have proved that my product will curl the most stubborn⁵⁴ hair for at least a year with one application."

I began to search, now, for a name.

Miss Valentine left the⁵⁵ tea tray to answer the telephone in her office. When she returned she handed me a written message. I read,⁵⁶ "Wrong number. But had a terrific brainstorm. Why not call Product X Permawave?"

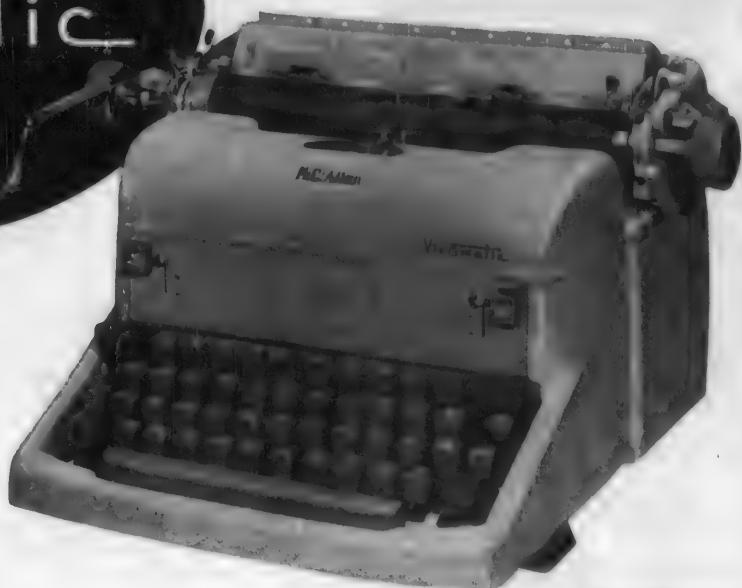
There it was—our answer. It was⁵⁷ accepted with almost no debate, and the assembly broke up in a flurry of nodding heads. I left with the⁵⁸ other "ad" men to see the client off to the station.

When I came back to find Miss Valentine, she had gone to⁵⁹ lunch. The ash trays were empty. The papers on my desk were neatly stacked. I noticed that a strange white envelope had⁶⁰ been tucked under my desk blotter, marked "personal." Funny, I thought—Miss Valentine's handwriting. When I opened it,⁶¹ a series of lace-bordered hearts slid onto the blotter, each one carrying the timeless message: *Je t'aime,⁶² Ego Amo Te, Ich Liebe Dich, I Love You.* On

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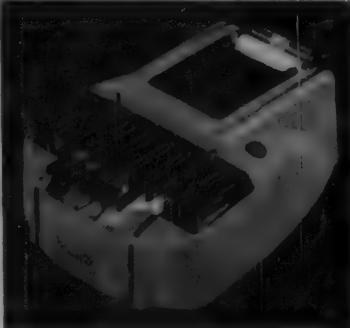
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the last one, she had added the postscript—"To remind you of¹⁵ February 14, which is today."

"Miss Valentine, my darling!" I murmured.

"Elton! Elton!" It was her own¹⁶ clear, sweet voice. I turned to her.

"For goodness sake, Unconscious, I've asked you six times to sell me some stamps! We've had some vague¹⁷ characters in the mail room before, but you have them all beat!

Now, how about those stamps? I need ten threes so I can¹⁸ mail these valentines."

The walls of the fifteenth floor mail room closed in on me. "Sorry, I was trying to figure out¹⁹ a better system for sorting the mail. Here you are. Ten enough, Miss Valentine?"

"Yes. Thank you, Elton." And she left.²⁰

"Good-by," I called and added softly, "Miss Valentine, my darling."

(1371)

Flash Reading*

A Wish That Came True

ELSIE LEFFINGWELL

THREE ARE FOXES living nearby, I thought as I lay still and cozy in my bed on a chilly night at the farm.¹ I could hear them barking from far below the hill on which our home was set. "I am going to see a fox," I decided. I realized that the odds would not be in favor of it, for foxes are known as being crafty and clever animals with a keen sense of smell. Despite that, I would not change my decision.

I could not leave my chores² and go off searching for a fox, but that was really not essential. Each place that I was—seeking blackberries³ for Mom or getting the mail from the box at the end of the lane for Dad—I would search for a fox or a sign of its trail.

My wish came true that winter as I sallied off on a trip for the mail. The path was edged by a lot⁴ of trees. There had been a deep snow, and the earth was dressed in a heavy and pretty coat of white. It was still; my steps made⁵ no noise on the path to betray my coming.

I was surprised to see a small creature leap from a drift of snow by⁶ the trees and stop to peer sharply at me. The little fox had been sleeping in the soft snow. It was staring at me¹⁰ as if it were as surprised to see me as I was to see it. I tossed at it a stick that I was holding¹¹ in my hand, and off it rushed.

It was fair and hot when I saw a fox again—not close by me that day, for it was by¹² the stone pile in the middle of the pasture. It was flat on the earth, slowly and patiently stalking its prey—so¹³ eager for the kill that it made no response when I came on the scene.

Watching excitedly, I saw it leap and shake its prey. It would drop it, and then toss and shake it again. I could not decide what was going on, for a bit.¹⁴ Then I realized that the fox had seized a snake and was killing it in the same fashion that our dog would.

I was¹⁵ pleased that I caught sight of two foxes that year. (328)

* Vocabulary limited to Chapters One through Three of Gregg Shorthand Simplified.

Was I Embarrassed!

PHYLLIS A. MANNING

WAS SECRETARY to the boss. There were twenty-eight persons in the office under my guidance, all of whom¹ watched avidly to catch me in a mistake, or possibly a weak moment.

One day I answered my telephone,² stepped to the file, which was close by, opened a drawer, and pulled up a folder. I gave the person on the phone³ desired information, replaced the folder, put the telephone in the drawer, and gave the drawer a push to⁴ close it.

All unaware of my absent-mindedness, I innocently returned to my transcription of notes. It⁵ was only when my telephone rang again (we had hundred-key equipment) that I had to find my telephone⁶ by tracing the cord to the file drawer.

Needless to say, all twenty-eight persons in the office, including the⁷ boss, were watching. That was twelve years ago, and I haven't lived it down yet. (153)



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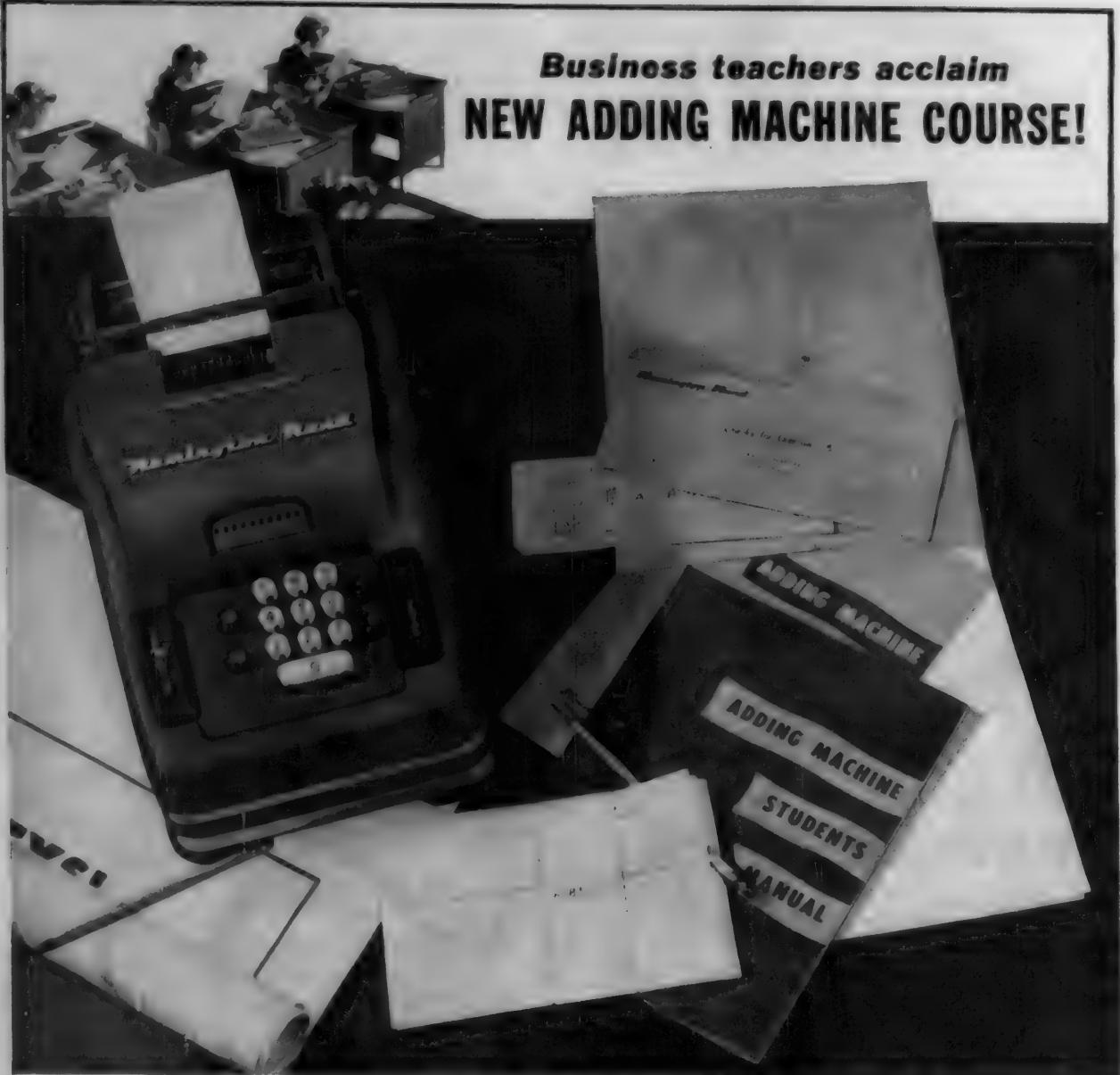
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PROFESSIONAL REPORT

PEOPLE

• Paul Sanford Lomax, professor of education at New York University, received the 1954 John Robert Gregg Award at the annual banquet of the National Business Teachers Association held December 30 in Chicago.

The award, which includes a citation and scroll in testimony of the recipient's contribution to business education together with a cash gift of \$500, is given annually by the Gregg Publishing Division of McGraw-Hill Book Company, Inc. It was presented to Dr. Lomax by Elvin S. Eyster, of Indiana University, chairman of the administrative committee for the award.

Chairman of the Department of Business Education at New York University since 1926, Lomax received his Ph.D. from that university in 1927. He founded Delta Pi Epsilon, a national graduate honorary fraternity in business education, and was a cofounder of the National

Council for Business Education. For many years he edited the *Journal of Business Education*. He has also written many books in the education field.

• Hollie Sharpe has joined the faculty of Middle Tennessee State College as assistant professor of business education. He was formerly at Northeastern Louisiana State College.

• Alan C. Lloyd, director of typewriting instructional services for Gregg, was honored by Pi Omega Pi, national undergraduate fraternity for business teachers, at the fraternity's biennial convention in December. Dr. Lloyd was made an honorary life member of the fraternity "in recognition of his editorial contributions to better business education."

Textbook author and former editor of *Business Education World*, Lloyd is the second business educator to receive the fraternity's honors; two years ago a similar distinction was extended to Herman G. Enterline, of Indiana University.



VERN A. FRISCH

• Vern A. Frisch of New Rochelle, New York, has received the Delta Pi Epsilon annual award for the most significant contribution to research in the field of business education. His study, "An Analysis of Clerical Business Typing Papers and Forms for the Improvement of Instructional Materials," was a Doctor of Education thesis completed at New York University.

Written under the direction of Herbert A. Tonne, the study compared on-the-job clerical typing with in-the-text-book clerical typing, involving more than a thousand specimens of clerical materials. Runners-up to Frisch were Mearl R. Guthrie, Helen Johnston Recknagel, and Frank Murray Herndon.

The award judges were Robert A. Lowry, Oklahoma A. & M. College; Harry Huffman, Virginia Polytechnic Institute; and William Polishook, Temple University.

• Mrs. Phelma Moore has been promoted to assistant professor of business education at Pan-American College, Edinburg, Texas.

• Cecil E. Stanley, Nebraska State Supervisor of Distributive Education and assistant Vocational Education director, has been elected president of the American Vocational Association. Arthur L. Walker, Virginia State Supervisor of Business Education, was made vice-president for business education; and Roy Fairbrother, Wisconsin State Supervisor of Distributive Education, was chosen AVA vice-



AT THE NATIONAL BUSINESS TEACHERS ASSOCIATION'S 57th annual convention Paul Sanford Lomax (right) is congratulated following his acceptance of the 1954 John Robert Gregg Award by NBTA president Howard E. Wheland. Looking on at left is Elvin S. Eyster, chairman of the administrative committee for the award, who made the presentation. Lomax received a scroll and a cash gift of \$500 with the honor, which cited his contributions to business education.



PINK PLASTIC PUTTY

that pulls the dirt out of type-writer type rather than washing it into the machine

Flatten the putty by pressing very firmly.



Press it on all of the type. Do not rub.

Fold the putty upward to original pyramid shape



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- To make neat erasures—just touch the word to be erased, Bud will absorb the surplus ink. Then erase and there will be no smear.

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president for distributive education. M. D. Mobley, of Washington, D. C., is executive secretary; and Charles W. Sylvester, Baltimore's vocational education director, continues as treasurer for the 28th year.

• Robert L. Hitch, head of the department of business education at the University of Wyoming, has been awarded an Ed. D. degree by the University. He wrote his dissertation on "Work Experience for Prospective Business Teachers." Hitch is president of the Wyoming Business Education Association, which he helped found in 1950.

• H. B. Bauernfeind has been appointed assistant dean of adult education, at the Division of Technical and Adult Education, Southern Illinois University.

• Rulon Van Wagenen has been promoted to Chief of the Bureau of Business Education, State of California. He formerly was acting chief.

GROUPS

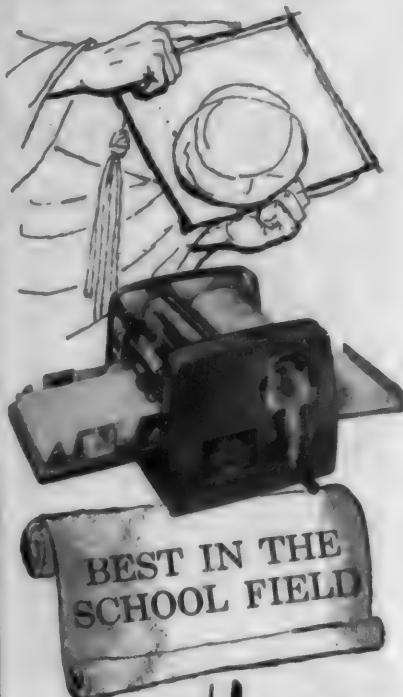
• Seventeen Georgians attended the Southern Business Education Association convention held in Little Rock, Arkansas. Ernestine Melton, Georgia representative to SBEA, was appointed SBEA Regional Membership Chairman. Mrs. Edna Bailey was elected Georgia representative to replace her. Donald Fuller was appointed Chairman of Co-operative Services for SBEA.

• The New England Business College Association held its annual fall meeting at the Statler Hotel, Boston, Massachusetts. Mrs. Agnes B. McClellan, dean of Malden Business School, was elected president of the association. A director of the Massachusetts Council of Business Schools, she has been a vice-president of NEBCA.

Robert H. Just of Boston was elected Massachusetts vice-president. Donald J. Post of Waterbury, Connecticut, was chosen Connecticut vice-president. Howard G. Hubbard, Pawtucket, Rhode Island, is vice-president-at-large. Miss Ellen Talcott, Worcester, Massachusetts, is secretary, and C. H. Hudson, Bangor, Maine, is treasurer.

• The Georgia BEA has elected the following directors to its ten districts: District one—Mrs. Evelyn Wenzel, Statesboro; District 2—Miss El-

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mina McKneely, Tifton; District 3E—Miss Mary McCall, Cordele; District 3W—Mrs. Mary Strickland, Columbus; District 4—James Overton, Genoa; District 5—Parker Liles, Atlanta; District 6—Joe Specit, Milledgeville; District 7—Miss Carolyn Townes, Rockmart; District 8—Mrs. Mary Lee Childs, Blackshear; District 9—Mrs. Ruth Goudelock, Gainesville; District 10—Mrs. Barbara Cobb, Comer.

- At its fall sectional meeting in Pocatello, the 5th District Idaho BEA heard Dr. M. Fred Tidwell, Kimball's of California, and Dr. Fred E. Winger, Oregon State College, as the guest speakers. Bill S. Henrie, of Moreland, was re-elected district chairman and Mrs. Helen Knotter, of Blackfoot, was re-elected secretary-treasurer.

- Kenneth Zimmer was elected president of the Virginia BEA at the fall meeting held in Richmond. Miss Sara Anderson was chosen first vice-president and John Eaves was elected to the nominating committee of the Virginia Vocational Association.

Elected to the board of directors for three-year terms were Louis Aprahamian, Ernest G. Baxa, Mrs. Mary G. Goodling, Miss Wilma Allen, Miss Grace Herr, Mrs. Mary B. Barlow, Mrs. Frances Haynes, and Mrs. Leo H. Smith.

- The Louisiana Business Education Association held its annual meeting in November under the chairmanship of Miss Marie Louise Franques, association president. Program speakers were S. J. Wanous, of the University of California, and Miss Marion Wood.

- The annual fall meeting of the Kentucky Business Education Association was held in conjunction with the First District Business Association at Murray State College. Guest speaker was R. N. Tarkington, of the Gregg Publishing Division of McGraw-Hill Book Company.

- The Illinois Business Education Association will hold its annual convention at the Jefferson Hotel, St. Louis, Missouri, March 3-5, 1955, as a part of the 28th annual convention of the Illinois Vocational Association. Homer F. Ely is president of both groups. Other IBEA officers are Mabel Scheiderer, vice-president; Madeline M. Craig (Chicago Vocational School), secretary; and Charles E. Wagner, treasurer.

Newly elected to three-year terms on the board of directors of IBEA are: Elizabeth Nelson, University of Illino-

(Continued on next page)

NBTA Officers for 1955



NEW OFFICERS AND BOARD MEMBERS were elected by the National Business Teachers Association at its annual convention in Chicago. The new officials are: (front row, left to right) Russell J. Hosler, president; Mrs. Doris Howell, executive board member; Leslie J. Whale, secretary; (rear row, left to right) Milo O. Kirkpatrick, board member; Howard E. Wheland, past president and board member; Robert Bell, treasurer and exhibit manager; Lloyd V. Douglas, board member, and Harve Rahe, second vice-president. Harold Leith, first vice-president, is absent from the picture.

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THE KARLO TYPEWRITER DEMONSTRATION STAND was designed to meet the demand for just the right audio-visual training equipment for the modern typewriting class. With it, the teacher can easily and conveniently demonstrate the correct techniques in full view of the whole class.

The KARLO stand is quickly adjustable to heights of from 35 to 48 inches. Its three legs prevent "wobbling" and it rides on free-rolling casters for easy moving and turning. Sturdy and attractive, the Karlo has an all-metal base and hard wood top. It takes up no more floor space than the dimensions of the machine it supports. Send coupon today for full details.

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A text with its feet on the ground . . . and its aim high. This book combines the knowledge of expert teachers with the practical point of view of the businessman. It correlates shorthand and typewriting with punctuation, vocabulary, English, spelling, and word division. It provides for mastery of a high-frequency business vocabulary. It is valuable both as a text and as a reference and style manual.

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inois; Lewis R. Toll, Illinois State Normal University; and Mary Peterson, Kelly High School, Chicago.

The business education section of the Westmoreland County Teachers Institute held its fall meeting at Greensburg, Pennsylvania. G. G. Hill, head of business education, State Teachers College, Indiana, Pennsylvania, was guest speaker. His topic was "Current Problems in Business Education."

The California Business Education Association will hold its annual convention in San Diego, April 3-5, 1955. The association will be host to both UBEA and WBEA. Featured speaker will be Kenneth McFarland, chosen by the U.S. Chamber of Commerce as the nation's outstanding business orator. Other talks will be given by Madeline Strong, D. D. Lessenberry, Peter Agnew, Vernon Musselman, and Edith Schnell.

SCHOOLS

The University of Virginia has announced the establishment of a Graduate School of Business Administration. Beginning in September, 1955, the school will offer a two-year curriculum of professional education leading to the degree of Master of Business Administration. Instruction will be predominantly by the case method, in which the student is presented with actual problems taken from business concerns.

The Joseph Wylie Fincher Memorial Building for the School of Business Administration, Southern Methodist University, was dedicated in November at ceremonies presided over by President Willis M. Tate. Funds for the \$1,500,000 structure were provided in the will of Mrs. Pearl Nored Fincher, prominent Texas club- and churchwoman.

The administrative offices of the business school are on the main floor, together with a library and an auditorium that seats 400. Faculty offices and classrooms are on the same floor. On the ground floor are classrooms, lecture rooms, and laboratories. The second floor contains most of the faculty offices and a few classrooms, while the third floor houses classrooms and seminar rooms.

The Department of Business Education of the University of Illinois has announced an on-the-job training course for business teachers

and co-ordinators. It will be offered in Chicago during the 1955 Summer Session. The course will consist of seven weeks of on-the-job experience in retail stores or offices, with group seminars each week. Each student will be paid on his job at prevailing rates.

The course will carry graduate and undergraduate credit of four semester hours. Prospective students must apply by April 1 to Dr. Arnold Condon, Department of Business Education, 9 David Kinley Hall, University of Illinois, Urbana, Illinois.

- The Intensive Business Training Unit of the City College of New York Business Evening Session will offer 71 job-training courses this spring for men and women. IBT, a system of adult business education, is characterized by its concentration on an integrated group of subjects in a specialized business field. Information service and registration will take place February 2-4 at The Commerce Cen-

ter, 17 Lexington Avenue, New York City. Classes begin on February 7.

GENERAL

- The National Education Programs Committee of the National Office Management Association has prepared a small booklet for high school students, designed to create career interest in the field of office employment. Entitled "Working in an Office," the booklet is distributed without cost.
- A \$250,000 Ford Foundation grant has been made to the Carnegie Institute of Technology's Graduate School of Industrial Administration. The grant will be used to finance fellowships for men looking toward careers in teaching and research in industrial administration.

B-E Day in Houston



THE NATION'S largest observance of Business-Education Day was held last November with more than 5,500 teachers from Houston, Texas, and vicinity participating. The group at top, viewing Port of Houston facilities, was one of many that visited a cross-section of industry, farming, and commerce. Sponsored annually by Houston's Chamber of Commerce, B-E Day introduces educational and business leaders to each other's problems. At left, H. T. Materson explains a seismic tape-recording unit at the Humble Research Center to teachers, Mrs. B. Randall (left) and Mrs. C. E. Sanders. Next year Houston businessmen will visit schools of the area to study the diverse problems of modern education.



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ERASERSTIKS!"



That's right—this Victorian lady, laboriously pounding out a letter on a side-action Oliver machine, never heard of EraserStiks. They weren't invented in her day.

But today's modern Secretary and Typist is as devoted to her EraserStik as she is to her favorite make-up. Because she knows that this white-polished, pencil-shaped, wood-cased beauty makes erasing a breeze. A quick flick and the error has vanished, leaving no tell-tale ghosts.

TEACHERS: Free sample available for class demonstration. Write on your school stationery.

*For best performance expose rubber point about 3/16"

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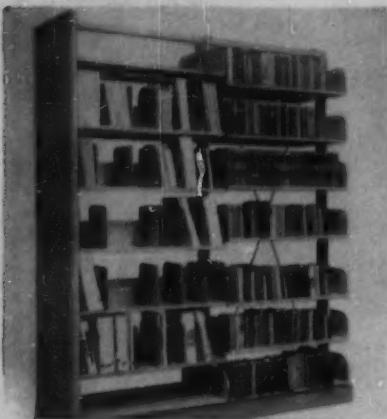
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NEW BUSINESS EQUIPMENT

Vertical Filing Shelves

Folders, unbound records, and similar material can be filed more efficiently on divided shelves, according to the W. R. Ames Company. Designed for standard three-foot bracket-type steel library shelving, Ames shelves reportedly increase the storage capacity of a given area from 75 to 90 per



cent at a substantially reduced cost per filing inch.

Available in 10- and 12-inch depths, the shelves are adjustable at one-inch vertical intervals. Shelf dividers are adjustable horizontally.

Detailed information may be obtained from W. R. Ames Company, 150 Hooper Street, San Francisco, California.

Accounting Machine

Burroughs new medium-priced line of accounting machines, the "Director 600," features a wide-throat front-feed



carriage and accumulated proof total. The wide throat makes form insertion a smooth one-hand operation. A full-width plastic aligning device provides hairline accuracy.

A readily accessible unit-construc-

tion stop and control-bar assembly snaps in and out of place with ease. Newly designed stands place the keyboard and carriage at the proper level for listing and form handling. For additional information, contact Burroughs Corporation, Detroit 32, Michigan.

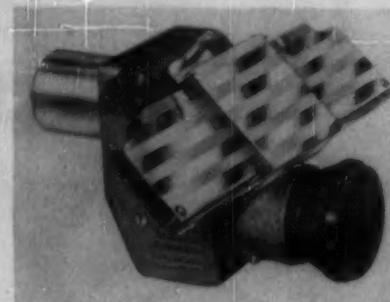
Carbon Paper Substitutes

Autoscript, from The Pengad Companies, eliminates the use of carbon paper. When placed in direct contact in back of the original copy sheet, its specially processed finish reproduces sharply and legibly any impression made by typewriter or with sharp pencil. The special paper costs little more than ordinary copy paper.

Write the Pengad Companies, Bayonne, New Jersey, for information.

Converted Opaque Projector

Viewlex, Inc., has engineered an exclusive attachment that transforms its slide and film-strip projectors into low-cost opaque projectors. Only imagina-



tion limits Viewpaque's many uses. Images can be projected to audiences, used for close-up detail study, or serve as models for drawing.

For complete information, write Viewlex, Inc., 35-01 Queens Boulevard, Long Island City 1, New York.

New Products in Brief

- The Gibson Girl Deluxe tape cutter splicer is a product of Robins Industries, Inc., 82-09 251st St., Bellerose 26, New York. The model cuts recording tape, trims the spliced joint with an indented "Gibson Girl" waist, and feeds splicing tape to the point of application.

- A loose-leaf binder with standard-spaced punching has been introduced by General Binding Corp., 812 W. Belmont Ave., Chicago, Ill. The binder comes with either plastic or metal bindings.

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JUNIOR OGA TEST

The Fox and the Wild Boar

One day a Fox was roaming through the woods and came upon a Boar working very hard at sharpening and polishing¹ his tusks. The Fox thought it was a very foolish thing to be doing on such a peaceful day and said so. "Yes,"² said the Boar, "it may seem unnecessary; but, if I happen to need them in a hurry when danger is near,³ then it won't have been so foolish after all."

(Be prepared.) (70)

—Adapted from *Aesop's Fables*

OGA MEMBERSHIP TEST

A Wish

If you have ships upon the seas,
May every friendly wave and breeze
Return full-freighted argosies.
If you have¹ caravans afar,
May they, beneath a lucky star,
Bring back their wealth to where
you are.

Or, if the treasure that you² hold
Is not of frankincense and gold,
But all your stores of precious things
Are cherished dreams and visionings,
Hopes long deferred³ and kept apart,
Dear inner secrets of the heart,
Then may the future bring to you,
Like homing ships across the⁴ blue,
Each wish fulfilled—each dream
come true. (86)

—Author Unknown



the boy who had 10 thumbs!

Robert was all thumbs, it seemed, when he tangled with a manual typewriter. Every time he struck a key, two went down instead.

But when he transferred to an IBM Electric, with its shallow key dip and easy touch, his extra thumbs soon became expert fingers. By the end of the semester, he was typing well on both the manual and the electric.

"But it was the IBM that eased my touch and perfected my finger control," he said.

This true story, told by Professor Marion Wood at a recent electric typing workshop session, prompted enthusiastic assent from many of the teacher-students present...who had found IBM's easy touch and electric operation the magic means of developing students' speed and skill on both manuals and electrics.

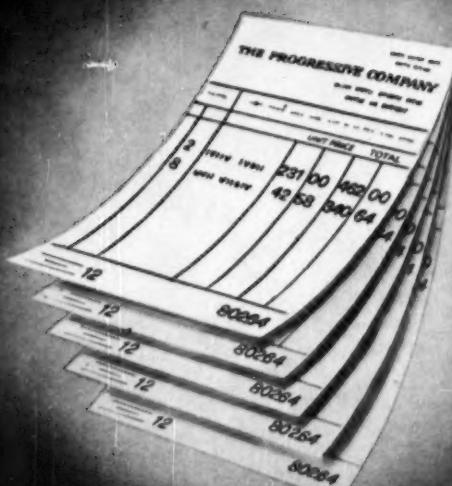
All over the country, in "workshops" sponsored by schools and educational groups, teachers are learning...by operating IBM's, discussing teaching techniques, exchanging experiences...that the IBM Electric Typewriter is really an invaluable teaching tool.

Professor Wood, IBM Education Consultant, has prepared a set of four lesson plans, full of helpful hints and shortcuts which will be useful in teaching either the manual or electric typewriter. They can be used also as a basis for conducting a "workshop" in your community. If you would like a set of these plans, free, just write School Service Department, International Business Machines, 590 Madison Avenue, New York 22, N. Y.



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"The Teaching Typewriter"

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Better Copies. When forms are placed together and written on — by typewriter, business machine, or by hand — clear, clean copies are made without carbon paper.

Ends Carbon Paper Disposal. With NCR Paper, troublesome removal and disposal of used carbon sheets are avoided.

Try the new NCR Paper and be amazed at the new ease, simplicity, cleanliness and time-saving it brings to multiple copying.

Contact your local business forms printer for NCR Paper — or your nearby National representative — or write to The National Cash Register Company, Dayton 9, Ohio.



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